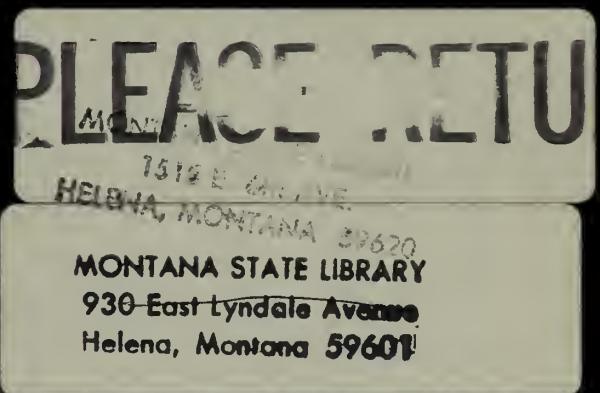


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MONTANA
1948-1950



Biennial Report
of the
Department of Public Instruction
Helena, Montana

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SUPERINTENDENT OF PUBLIC INSTRUCTION

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Helena, Montana
December 1, 1950

To His Excellency, John W. Bonner
Governor of Montana

In compliance with Section 75-1309, R. C. M., 1947, I herewith submit the Biennial Report of the Department of Public Instruction, for the period July 1, 1948 to June 30, 1950.

Respectfully yours,

MARY M. CONDON
State Superintendent
of Public Instruction

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FOREWORD

This Biennial Report is a summary of the educational progress in Montana for the past two years. However, since no report has been printed since 1938, we will also summarize the important features concerning the schools for the years since then.

The situation brought about by the war years was such as to throw the entire school system into turmoil in many respects. With thousands of our trained teachers going into service and war industries, Montana found itself in a place where the shortage of qualified teachers became so acute that it was necessary to accept those who had very little, if any, training beyond high school. While a teacher was paid an average of \$1,200 per year, she found she could go into war work and make two, three or four times that amount. It was necessary during these years to grant emergency certificates to unqualified teachers to such an extent that at the war's end 22% of all certificates issued were emergencies.

During the war years and immediately after it was almost impossible to repair or build new buildings; consequently our physical plants were in the utmost disrepair and entirely inadequate when the war ended. As everyone knows, the birthrate increased by thousands each year from 1941 and on, creating a severe problem as far as buildings were concerned. The Legislative Assembly did take some cognizance of this matter when they passed the Deferred Maintenance Fund in 1945. This was a fund which could be accumulated by school districts from cash balances at the end of the school year but could not be spent until 1947. The money could be used only for the repair and replacement of buildings and equipment. Since this law went out of existence on July 1, 1950, there is now no means by which a school district can accumulate a fund for buildings and equipment.

After and during the war, a great demand was raised by school patrons for additional courses to be conducted in our high schools, especially along the lines of vocational, adult and veteran's training. These necessitated additional funds, additional buildings, and additional teachers.

The cost of schools did not increase much during the war years, but beginning in 1946 a sharp increase was noted with consequent rise in the number of mills levied for schools on property. In the school year 1946-47 the burden of supporting schools on local property was so great that we found around 900 districts in a position where they had to vote special levies. The average property levy for each county for school purposes alone went from 29.43 mills in 1941 to 43.86 mills in 1949. It was at this time that the Legislative Assembly of 1949 actually took cognizance of the situation and passed a new Finance Law which provided for increased state support and which provided for distribution of county and state funds on the basis of need. Aid from the State for public schools was increased from \$1,647,427 in 1941 to \$7,265,609 in 1949-50. The whole program was pointed toward equal educational opportunity for every boy and girl in Montana no matter where he resided.

Another attempt to spread the cost of education over a wider tax base and make the people who use the schools support them, was provided for by the Legislative Assembly in 1947 when it passed the high school district bill. According to this law, two or more common school districts could organize as a high school district for the purpose of bonding for a new high school building. This was further extended in 1949 with an amendment which provided that this newly formed high school district could also be levied upon for the operation and maintenance of the high school.

During the past two years the State Department of Public Instruction has attempted to correct several procedures in the educational field in order to effect greater economy and efficiency and to give better educational services. This has been true especially in regard to the correct establishment of bus routes so as to avoid duplication and overlapping. It has been true in regard to small high schools where an attempt has been made to have these smaller high schools conform to good educational practice. It has been true in regard to physical education and health in our schools by attempting to have well-planned programs in this respect supervised by qualified instructors. It has been true in regard to setting up a program for Veterans' on-the-Farm Training where we find we now have 173 instructors educating 3,078 veteran pupils in an adult education program. It has been true in setting up a division in the Department in order to more thoroughly check the financial programs of the schools, especially as it regards the distribution of state funds for the regular program and the distribution of Federal Indian Funds.

According to the Constitution of the United States and Montana, education is a state responsibility. The State Department of Public Instruction is working on the theory that every boy and girl in Montana has the right to equal educational opportunity. We will continue to work on the suppo-

sition and theory that we are educating boys and girls for life in a democracy, where human rights and human dignity are supreme and where understanding is necessary. The Department is continuing to work for better schools and recommendations to that effect will be found in a later chapter.

At the time of this writing, September, 1950, we are again entering upon a phase of our educational history when problems concerning teacher personnel shortages, construction and others will be doubly with us. The current war-like situation with its inherent need for manpower and materials has already begun to reflect itself in the classrooms, with many of the men teachers being called from the Reserve and others by the draft. The building and other shortages are also being felt. It is our feeling that the education of our boys and girls is of prime importance to the defense of any nation. It is, therefore, the feeling of this Department, that every effort should be made to enable the schools to carry on as normal a program as possible during the current emergency.

MARY M. CONDON
State Superintendent of
Public Instruction

STATE DEPARTMENT OF PUBLIC INSTRUCTION

Helena, Montana
September 30, 1950

MARY M. CONDON	State Superintendent
GENEVIEVE SQUIRES	Deputy Superintendent
C. R. ANDERSON	Administrative Assistant
WILLIAM I. KING	High School Supervisor
MRS. LILIAN L. PETERSON	Rural School Supervisor
RONALD W. COOK	Music Supervisor
HARRY A. NORTON	Supervisor of Visual Education
LESLIE L. BROWN	Director of School Lunch Program
MRS. JANE POTTER DUFFALO	Supervisor of Physical Education
K. W. BERGAN	Health and Recreation
MRS. SYLVIA HAIGHT	Supervisor of Indian Education
	Supervisor of Transportation
	Director of State Correspondence School, Missoula, Mont.
MRS. ESTHER LERICHE SCHMIDT	Director of Certification
MARY D. MACKENZIE	Textbook Librarian
BETTIE R. SCHROEDER	Nutritionist
A. W. JOHNSON	State Director of Vocational Education
A. B. WARD	Supervisor of Vocational Agricultural Education
	Assistant Supervisor of Vocational Agricultural Education
W. LYSLE ROESELER	Supervisor of Trade and Industrial Education
EARL KEYES	Supervisor of Apprenticeship Training
JULIA MENEFEE	Supervisor of Home Economics
TRUMAN CHENEY	Supervisor of Occupational Informatoin and Guidance
LAURA NICHOLSON	Supervisor of Distributive Education
MARION B. GLEESON	Supervisor of Donable Property Program
JOHN AUSTRENG	Fiscal Accountant
J. D. MATHEWS	Field Supervisor
BASIL C. ASHCRAFT	Field Supervisor
EARL B. HIETT	Field Supervisor
JAMES MICHELS	District Supervisor
FRANK HOLLENBACK	Fireman Trainer
FRANK K. SULLIVAN	Assistant Fireman Trainer
E. A. REID	Director of Job Safety and Training Program

The work of the State Department of Public Instruction is administrative and consultative. In the former it deals with such matters as the distribution of various Federal and State funds, with the interpretation and enforcement of the law as it affects the local school districts, the county and the state in their operation of schools, and the compilation of data required by various Federal and State agencies and by the Legislative Assembly of Montana.

At the head of this Department is the State Superintendent of Public Instruction who is elected for a term of 4 years. The law specifies that his duties shall be to "have the general supervision of the public schools of the state." Formerly the Superintendent had the power to appoint 1 deputy, 1 high school supervisor, 1 rural school supervisor, and 1 music supervisor. Since this original law concerning the staff of the Department various Legislative Assemblies have provided for additional offices requiring additional personnel. These additions have been due to the expanded services required by local communities.

Aside from this function of the department, its main purpose is to clarify, direct and further those more fundamental aims and purposes for which schools were organized. First among these is to carry out the provisions of the Constitution of Montana, which states that "It shall be the duty of the Legislative Assembly of Montana to establish and maintain a general, uniform and thorough system of public, free, common schools." The State Superintendent of Public Instruction is the officer delegated to have the "general supervision of the public schools of the State." This mandate includes the proper certification of school personnel, the formulation of courses of study and other aids which are fundamental to the proper curricula of the school, the leadership necessary to local systems in evaluating and improving their educational programs, and guidance in those factors which are necessary in the operation and administration of any school system.

It is with these latter functions of our schools that the next few chapters will be concerned. To provide the proper supervision directly to our schools, the Department has employed qualified personnel for each phase of education.

Due to the rapid increase in certain divisions of the Department and in certain functions of the public school system, it is the chief aim of the State Superintendent of Public Instruction to bend all effort to coordinate and correlate the services offered by the Department.



Typical of the new look in classrooms—light, roomy—clean, utilitarian—rooms for working and living in—Primary room, Broadwater School, Helena.

COUNTY SUPERINTENDENTS—1949-1950



Typical Classroom

A candidate for the office of county superintendent of schools must be a citizen of the United States, a resident of Montana for one year, a resident of the county for thirty days, and must be the holder of a state certificate offered by the State of Montana, granted upon graduation from a standard normal school, college, or university, and must have had at least three years successful experience as a teacher, principal or superintendent of public schools. County superintendents are elected for terms of four years.

County Superintendents 1950-1951

County	Superintendent	Address
Beaverhead .	Mrs. Theo Bay	Dillon
Big Horn	Mrs. Lura P. Strand	Hardin
Blaine	Mrs. Thelma B. Turner	Chinook
Broadwater	Mrs. Lavella Morris	Townsend
Carbon	Mrs. Violette Romek	Red Lodge
Carter	Mrs. Mildred E. Lavell	Ekalaka
Cascade	Miss Margaret Holland	Great Falls
Chouteau	Mrs. Margaretha Kleinschmidt	Fort Benton
Custer	Mrs. Ferne E. Kimball	Miles City
Daniels	Mrs. Alma Shipstead	Scobey
Dawson	Mrs. Opha Suckow	Glendive
Deer Lodge	Mrs. Mary K. Leonard	Anaconda
Fallon	Mrs. Lucille Riley	Baker
Fergus	Mrs. Elizabeth F. Barsness	Lewistown
Flathead	Miss Lulu Barnard	Kalispell
Gallatin	Mrs. Martha Haynes	Bozeman
Garfield	Mrs. Mabel Pollard	Jordan
Glacier	Mrs. Laura Jane Taft	Cut Bank
Golden Valley	Mrs. May Y. Spearin	Ryegate
Granite	Mrs. Waive K. Poese	Philipsburg
Hill	Mr. Wilbur Swenson	Havre
Jefferson	Mrs. Agnes Mikkelson	Boulder
Judith Basin	Mrs. Mabel Jackson	Stamford
Lake	Mrs. Ina Mae Kain	Polson
Lewis & Clark	Mrs. Dorothy Hagler Simmons	Helena
Liberty	Mrs. Alice H. Temstrom	Chester
Lincoln	Mrs. Rose J. Robertson	Libby
Madison	Mrs. Myrta MacLeod	Virginia City
McCone	Mrs. Edith Kalberg	Circle
Meagher	Mrs. Gesine Musgrove	White Sulphur Springs
Mineral	Miss Sophie Loberg	Superior
Missoula	Mrs. Winnafern H. Moore	Missoula

Musselshell	Mrs. Frances B. Stalcup	Roundup
Park	Miss Hilfred B. Paterson	Livingston
Petroleum	Mr. Elden Freed	Winnett
Phillips	Miss Margaret Cruikshank	Malta
Pondera	Miss Elsie Campbell	Ccnrad
Powder River	Mrs. Grace C. Carter	Broadus
Powell	Mrs. Aili Valiton	Deer Lodge
Prairie	Mrs. Selma Gaub	Terry
Ravalli	Mrs. Agnes E. Cooper	Hamilton
Richland	Miss Mildred Thorsen	Sidney
Roosevelt	Mrs. Alice Fossen	Wolf Point
Rosebud	Mrs. Delia Carolan	Forsyth
Sanders	Mr. Orin P. Kendall	Thompson Falls
Sheridan	Mr. Lloyd A. Markell	Plentywood
Silver Bow	Miss Maybelle Hogan	Butte
Stillwater	Miss Florence R. Rosean	Columbus
Sweet Grass	Mrs. Margaret Deegan	Big Timber
Teton	Mrs. Muriel S. Reiquam	Choteau
Tcole	Mrs. Edith Clare Cox	Shelby
Treasure	Mrs. Helen M. Hendricks	Hysham
Valley	Mrs. Ruth Putz	Glasgow
Wheatland	Miss Bertha L. Lunceford	Harlowton
Wibaux	Mr. Ray S. Eisenbart	Wibaux
Yellowstone	Mr. T. E. Pemberton	Billings

The salaries of county superintendents range from \$1,920 to \$3,360 with an average of \$2,368. These salaries are based on the population and the taxable valuation of the county. Due to these low salaries, counties are experiencing extreme difficulty in retaining this officer. The fact that these people can go out and secure a regular teaching position at a much higher salary is an added obstacle to keeping qualified people in this office. Also, the work-load of county superintendents has increased a great deal in past years. Added administrative and supervisory duties, together with increased transportation work, more state aid, scarcity of qualified teachers necessitating more intense supervision, are the principal reasons for the increased load. Some counties have as high as 74 districts to supervise, and it is almost a human impossibility to do a proper administrative and supervisory job without properly qualified people and sufficient help.

It is conceded by those interested in education and by this Department, that the salaries of county superintendents must be raised and that they must be given sufficient help to carry on the affairs of their offices. Legislators in 1949 raised these salaries \$200 each per year for new incumbents.

The general duties of the county superintendent include the general supervision of the public schools in the county. Specific laws give many more duties in certain fields. The county superintendent is also instructed to carry out all of the instructions of the State Superintendent, to visit and supervise the schools of her county, to make out all reports necessary, to assist in making budgets and provide levies for them as a member of the County Budget Board, to see that proper text books are in all the schools, to conduct an institute among its teachers once each year, to apportion all school monies, to act in controversies and appeals and to abandon school districts when necessary.

The county superintendents listed above are those in office on January 1, 1951. Others who held the office of county superintendent at some time during the years 1948-50 were:

Broadwater—Miss Cecilia Hazelton
(Deceased)
Carter—Mrs. Laura B. Hall
Deer Lodge—Mrs. Elizabeth W. Dougherty
Fallon—Miss Edwina Eichenberger
Hill—Miss Marian Bainbridge
Mrs. Lucille Bulman

Jefferson—Mrs. Lydia Carpenter
Judith Basin—Mr. Robert McGuire
Lake—Mr. J. B. Kiracofe
Lincoln—Mr. W. J. Anderson
Lewis and Clark—Miss Jessie Morgan
Prairie—Miss Irene M. Tusler



Mountain Brook School—Flathead County

ISOLATED SCHOOLS

This picture gives some idea of the conditions existing around the 994 one- and two-room schools in Montana. Some of these are close to trading centers, while many are isolated schools far from any settlements.

In many of these communities the roads are impassable for a good part of the year. The teacher and pupils live more or less by themselves during this time and must exercise great initiative and patience to keep life at an even tenor. Not only are poor roads a factor in this isolation, but the deep snows, the blizzards, and the intense cold add their quotas to the discomfort involved.

Because of its size and sparsity, Montana will always have to have many of these small, isolated rural schools. However, these schools are not to be considered with pity, as most of them are so constructed and equipped that the educational process going on in them is equivalent to many larger schools. The main handicap is the unwillingness of many good teachers to go to these isolated schools. Perhaps the answer is a salary bonus according to the degree of isolation.

DONABLE PROPERTY DIVISION



Surplus or donable property was first made available to the schools of the nation by a Congressional Act under the Surplus Property Act of 1944 and was subsequently amended by Public Law 889, 80th Congress, Public Law 152, 81st Congress, and most recently (September 6, 1950), by Public Law 754, 81st Congress, which places public health on the same basis as educational institutions.

Montana began receiving property in 1945 from various military installations in the Sixth Corps area of the Army, as well as Navy and Marine Corps establishments on the West Coast. Property has been offered and some has been received from as far away as Washington, D. C.

Within the past year and since Public Law 152 has been in force, not only has property been received from military establishments but other governmental agencies have offered property to schools. Most notable among these is the Atomic Energy Commission at Richland, Washington. The Department of Agriculture through the Forest Service, Soil Conservation, Plant Quarantine, etc., has released property. In the past, military bases in Utah and installations in California have been the biggest contributors, but since September, 1949, materials from Farragut Naval Base in Idaho, and the Atomic Energy Commission totaled the greatest amount.

Montana, as well as the other states in the Sixth Corps area was under the jurisdiction of the United States Office of Education, serviced by field representatives located in San Francisco, Seattle and Los Angeles, for the purpose of allocating property to the various states. Total property allocated is taken by the states, but only that deemed of value to the schools and suitable for educational purposes is accepted. This department recently was transferred to the Federal Security Agency.

All tax supported schools, institutions with training programs, non-profit schools and the Public Health Service are eligible to receive property. Schools of the State are charged a percentage, ranging from 0 to 20 per cent of acquisition cost, to defray cost of freight, handling and administrative charges. Many states throughout the nation, as well as Montana, do not have any legislative appropriation to guarantee operational expenses. In other words, operation and success depends on charges against materials allocated the various institutions. Montana has not been fortunate in having bases within her confines like her sister states, consequently, freight has been a big factor in materials secured. Since operation began, approximately seven million dollars in property has been allocated to schools in Montana which means many schools and districts could not have received equipment had market prices prevailed. This holds true principally in shop equipment. Monies spent for surplus have been a saving in that the amounts spent by the school are much under market, leaving funds for other purposes.

Items secured through surplus for schools has been varied. Most notable have been lathes, tractors, hand tools, automotive equipment, trucks, jeeps, building materials, pipe-wood jointers, electric motors, hose, bed sheets, mattresses, spreads, pillows, office furniture, bedroom furniture, balls and mitts, kitchen equipment, shoes, gloves, typewriters, flags and many other items.

All units of the Greater University System, state institutions with training programs, about one-third of the state schools (high schools and elementary) and several private elementary and secondary schools have participated in the surplus program of the State. Distances in many cases have prohibited some schools from receiving surplus.

The Supervisor of Donable Property is a member of the staff of the Department of Public Instruction and has charge of all donable property allocated to Montana. Those eligible to purchase this property contact the Supervisor who has warehouse space at the Fairgrounds in Helena.

CERTIFICATION DEPARTMENT

Montana law provides for the certification of teachers by the Department of Public Instruction with the approval of the State Board of Education. The law sets up the type of certificates that

may be granted with the provisions for additional requirements and procedures to be determined by the State Board.

A new certification law was enacted in 1949 which provides for ten different types of certificates. These are certificates for the elementary school, secondary school, junior college, administrative and supervisory, vocational and emergency.

First issue of any certificate is for two years. Upon giving satisfactory evidence of successful teaching experience for at least one year, at the end of the two-year period the applicant will be eligible to make application for the five-year state certificate.

The State Department of Public Instruction checks all transcripts for certification and issues the certificates. Fees collected are credited to the Certification Department.

The 1949 law made no provision for life certificates which had previously been issued. However, those holding an elementary or secondary state certificate at the time the law went into effect are still eligible for life certificates if they conform to the rules for the granting of such certificates as were in effect at the time.

The State Department of Education and the State Board of Education are determined to raise the qualifications and training of teachers. It is hoped that by 1954 all teachers, elementary and secondary alike, will have a minimum of four years of training.

During the war years thousands of Montana teachers left the profession and went into the services or into war factories. With very few going into training to become teachers it was necessary to let down the bars on certification. Beginning in 1948 this situation began to be alleviated and by 1950 the shortage in secondary teachers was negligible excepting in a few fields. However, there is still a great shortage of qualified elementary teachers, especially those required in rural areas. This shortage amounts to approximately 700 teachers in Montana. With the granting of certificates to teachers who taught during the war years on very little training, but who now are taking additional training each year, and with certificates being granted to many college graduates to teach in rural schools, every position appears to be filled for the school year 1950-51.

For the past two years, the State Department of Public Instruction has set up County Certification Committees to pass on applicants for rural teaching positions who do not meet the regular qualifications. Last year these committees approved certificates for 300 teachers. This year, 1950, the number was around 200. Although all teaching positions are now filled, it would require about 700 more qualified teachers to fill the positions now held by those not fully qualified.

Training of Teachers

Number with M. A. degree, 1949-50	284
Number who are college graduates	1,707
Number who are normal graduates	1,522
Number with 4-5 years training	345
Number with 2-4 years training	660
Number with 1-2 years training	509
Number with less than one year	135

Average Salaries of Teachers

	1948-49 Average	1949-50 Average
Superintendents	\$4,336	\$4,534
Special Teachers	3,249	3,472
Principals	3,577	3,829
High School Teachers	3,123	3,270
Elementary City Teachers	2,724	2,858
Elementary Rural Teachers	1,988	2,128
Average for all above	2,779	2,932
Average excluding Superintendents	2,722	2,873

Range of Salaries

	Under \$1600	\$1600 1999	\$2000 2499	\$2500 2999	\$3000 3499	\$3500 3999	\$4000 4499	\$4500 4999	\$5000 & Over
Superintendent					8	26	58	31	51
Special Teachers			9	75	161	148	61	17	1
Principals			6	20	47	58	69	22	17
High School Teachers			10	222	406	214	66		
Elementary City Teachers	2	6	445	856	489	216	17		
Elementary Rural Teachers	16	308	712	94	4				

Average Salaries for Selected Years

1931-32—\$ 1,180	1944-45—\$ 1,619
1934-35— 972	1945-46— 1,791
1940-41— 1,192	1946-47— 1,961
1941-42— 1,224	1947-48— 2,582
1942-43— 1,321	1948-49— 2,722
1943-44— 1,472	1949-50— 2,873

1950-51—\$2,980 Est.

STATE TEXTBOOK LIBRARY

The present textbook law was passed by the 1941 Legislative Assembly, and with its passage the State Textbook Commission was abolished. Under the old law basic textbooks for the schools of the State were selected by the Commission and the adoptions ran for a period of three years.

After the enactment of the present law, textbooks for school courses are selected by the district superintendent or by the principal of the school if there be no district superintendent in charge of such school, in either case with the approval of the board of trustees.

Textbooks for rural schools in districts that have no superintendent or principal, are selected by the county superintendent of schools on recommendation of a special committee composed of three persons actively engaged in public school work during the time of their appointment by the county superintendent of schools. These adoptions are for a minimum period of three years, with basic texts adopted in not more than three subjects in any one year.

Companies selling books to the schools of Montana must be bonded and licensed by the State Department of Public Instruction. A sample copy of each and every textbook offered for sale must be on file in the State Textbook Library. Each company must pay a fee of \$1.00 per book listed, or \$3.00 for a series of books, and must present a sworn statement of prices to be charged. All fees are to be used to defray the expenses of the Library.

FEDERAL ASSISTANCE FOR BUILDINGS AND CURRENT EXPENSES

Up to the present year the Federal Government has been reimbursing school districts where Federal Activities occur through various agencies, such as the Army Engineers, the Reclamation Service, contractors on dam projects, etc. This has not worked very well and has usually resulted in squabbling and argument over what the reimbursement should be. Under Public Laws 874 and 815, approved in September, 1950, the United States Government recognized its responsibility to school districts where some Federal Activity has increased the burden on operating schools, and provided for assistance for buildings and current expenses under one formula through the Office of Education.

Public Law 815, provides assistance for school buildings to such places as Hungry Horse, Canyon Ferry, and any other place where a Federal Activity has increased the burden on the district since 1939. Districts educating Indian children living on Federal property come under this aid only when the enrollment is over that of 1939. Public Law 874, provides for aid for current expenses and definitely excludes Indian children. The State Department of Public Instruction estimates around 54 eligible districts under P. L. 815, although many of these are due to Indian children and will not qualify, and 11 under P. L. 874.

DRIVER EDUCATION



Rural pupils see model of Hungry Horse Dam

the State Department has published a manual for school bus drivers which has resulted in a great deal of attention being paid to problems of safety as regards bus transportation and highway traffic. School Bus drivers' schools have also been conducted. This is only part of the safety education program in schools which covers safety in all of its ramifications, including buildings and classrooms, playgrounds and playground equipment, pupil traffic in and out of school, proper lighting, proper fire control, and a proper attention of every pupil toward constant vigilance against accidents.

It has been demonstrated in various parts of the United States that where high schools have planned programs for safety education, and where pupils have had the opportunity of taking driver education courses, the programs have paid off in better safety records for those communities. Montana, during the past two years, has tried to profit from these experiences and has encouraged high schools in placing driver education courses in their curricula and in fostering safety education throughout the school system. Schools conducted driver education courses in 1949-50 in 40 classes. Units of the University offer driver education courses for teachers.

Through cooperation with the Montana Highway Patrol,

MOBILIZATION OF EDUCATION

The Department was one of the first among the 48 states to take initial steps toward mobilization of education to meet current and future demands upon schools due to war conditions. Mary M. Condon, State Superintendent of Public Instruction, called a meeting in September of all representatives from various groups interested in the educational program of the State. At this meeting committees were appointed, which during subsequent meetings evolved a program stating the position of education in the economic and social programs of the State and Nation, affected an organization and proposed the following purposes and aims:

Purposes and Aims

Education has for its purpose the development of boys and girls into useful, healthy, happy and effective citizens of our democracy. All governments and all ways of life are founded on ideologies. These ideologies are educational in nature, therefore education as carried on in the schools of the United States is essential to the preservation of our American way of life.

Education is the fundamental right of every boy and girl in the United States, and the Constitution of Montana guarantees a system of free public schools. It is as much their right as is trial by jury, freedom of religion and freedom of speech. The success of our nation in peace and in war depends upon the quality of our leadership. The success of this leadership in turn depends on the quality, intelligence, and education of each one of us; therefore, the leadership shown by this

country and its citizens in the past is a reflection of its educational system. From this we conclude that a strong educational program is just as essential, if not more so, in time of national stress or war as in time of peace.

We, therefore, submit the following factors as governing teachers, schools and the entire educational program of Montana during this period of national and international unrest:

1. We submit that the main business of American schools during this period of tension is to continue and improve their full program of education; however, constantly standing ready in view of changing conditions to re-examine and re-evaluate personnel and aims.
 - a. A re-examination of the program in our schools on the American system of government and its freedoms, to the end that every boy and girl will know and understand what we are striving for. This is a war of ideals, and the basic ideals of democracy are educational in nature.
 - b. An effort to survey and increase the availability of vocational education, especially as it has to do with particular needed skills in critical industries and trades, including adult education and apprenticeship training.
 - c. A program of special training for children and adults in first aid.
 - d. The preparation of a blueprint to care for possible increased enrollments in any part of the State brought on by evacuation or industrial relocations.
 1. Building and equipment needs.
 2. Busses.
 3. Teacher needs.
 - e. Plans to care for possible juvenile problems arising from war conditions, and to keep boys and girls in school.
 - f. Preparation of teachers as to possible duties in any rationing program, with particular attention to lessons of last war.
 - g. To train both teachers and pupils in the dissemination and evaluation of news as to its propaganda intent.
 - h. The main business of education must not be forgotten. We can best prepare our nation by day-to-day training of our youth for peace and for international tension and war, in efficient and economical schools, unburdened by many dramatic but questionable duties.
2. That this committee cooperate in any necessary program relating to the schools with the Montana State Defense Committee, providing, however, that such programs be first approved by a quorum of the Montana State Committee for the Mobilization of Education.
3. That as far as possible, under any and all conditions, the boys and girls in our schools be allowed to work and play under as normal conditions as possible; that there be no "scare campaigns," but that this organization prepare in a gradual manner for the acceptance of conditions of total war on the part of the pupils.
4. We accept the principle that war is no respector of persons or groups, and that a nation and a people prepared are doubly armed.
5. That this organization, believing as it does in the essential value of education in time of peace and war
 - a. Affirms its conviction that the classrooms must not be drained of trained and able personnel either through the selective service or industrial mobilization except where the teacher affected (1) can be readily replaced or (2) his training is such that he can serve more effectively outside the classroom.
 - b. Resist any attempts to curtail supplies and equipment for schools, including building materials and busses, in advance of curtailments to such places as business establishments and even homes.

AIR-AGE EDUCATION



Cut Bank High School

The United States has constantly been going forward in its industry, agriculture, business, and social economic life. Schools of necessity have had to keep pace and in this respect have turned their attention to air-age education. Our way of life is constantly changing, constantly growing. We saw this change when the railroad replaced the Prairie Schooner and Pony Express. We saw this change when the automobile made the horse and buggy obsolete. We saw this change when the telegraph and telephone made distances of small consequence, and we saw it when the radio became a common means of communication.

Today we are on the verge of a greater change than ever before. This change involves the airplane and may have greater consequences and effect upon the world than any other previous changes. It is for this reason that we must prepare our present school generation to make proper adjustments to this new period in human history.

Montana has taken cognizance of this type of education and in September of 1950 began studying the problem in order that during the coming year a program might be instituted for every school in the State. With such a program pupils in every grade will be able to adjust their courses and studies in terms of the far reaching affects of this new mode of transportation.

DEPARTMENT REORGANIZATION

In the summer of 1949 the State Superintendent of Public Instruction called together all personnel in the various divisions of her Department. This meeting was for the purpose of studying the organization of the Department, with a view toward greater efficiency and economy without a consequent reduction in services rendered. The meetings concerned budgets for the various divisions in the Department, integration of services rendered, the status of the correspondence school and the vocational department, the organization of office personnel, and the organization of field services.

One committee was organized to study the services of the Department with a view toward recommendations concerning overlapping agencies and additional services that might be added. The second committee was to concentrate on the matter of organization in order to affect greater economy and efficiency.

This program is a continuing one and the superintendent reports that although improvements have been made, the results will not be felt for another year or two.

TEACHER-TRAINING CONFERENCES

A teacher-training conference was called by the State Superintendent in 1949 in cooperation with the Chancellor of the Greater University of Montana. To this meeting were called all the heads of the Divisions of the Department, representatives from all teacher-training institutions and students in training.

The purpose of this meeting was to attempt to bring uniformity in all of our teacher-training institutions in order that the duplication in services between these units could be avoided, and that such training as was given should be pointed more toward the type of schools we have in Montana. It was felt by many that the training of teachers should be given more of a part in the entire course of such people, and that the qualifications and standards of our schools could only be raised by having properly qualified teachers at the helm.



Training School, E.M.C.O.E., Billings

ADMINISTRATORS' CONFERENCE

The State Department of Public Instruction held meetings of administrators both in 1949 and 1950. To these meetings were invited all superintendents, principals, supervisors, county superintendents, teachers, schoolboard members, and other interested lay people. In 1949 the purpose of the meeting was to discuss the changes in school law and especially those referring to the financial setup. The meeting was also concerned with the various phases of elementary and secondary school curricula.

In 1950 the conference was directed toward standards and accrediting of high schools, the types of programs that various sizes of high schools can and should maintain and the community needs and resources that can be reflected in these programs. The discussion centered on the instructional staff needs of the various schools, especially high schools, and on certification and accreditation of these same schools, the physical plant of the school as regards building, equipment and grounds, together with the various phases of financing. Approximately 300 people attended this 1950 convention.

COUNTY SUPERINTENDENTS' CONFERENCE

County Superintendents have a very important position in respect to the administration, organization and supervision of the schools of Montana. For this reason a three-week County Superintendents' Conference was held in Billings in conjunction with the Eastern College of Education in 1950. Mrs. Lilian Peterson, Rural School Supervisor, was in charge of the meetings and was assisted by various supervisors from the Department and members of the faculty of Eastern Montana College of Education.

Every phase of school activity was discussed at this conference and included the financial aspects, certification of school personnel, and a study of curricula for all elementary and secondary schools. This was considered to be one of the most helpful conferences of the entire year.

CONFERENCE ON CHILDREN AND YOUTH

Every ten years since 1909, the President of the United States has called a conference in Washington to consider children and youth. The result of the first such conference in 1909 was the founding of the Childrens' Bureau in 1912. In 1919, Mental and Child Health was the chief theme of the conference. In 1930, the chief consideration was centered on the development of children mostly from the physical angle. The child and Democracy was the theme of the 1940 convention—the duties of each to the other.

Now that 1950 has arrived, President Harry S. Truman has called another such conference for December. This will be the Midcentury Conference on Children and Youth and will concern itself with the subject of providing each child with a chance to achieve a healthy personality. Attention will be given to concern for children and youth where the dignity and worth of the individual are of first importance, to bring together the present knowledge about the status of children, to point up the needs of parents in providing adequately for their children, to discuss the environments of children, to evaluate the present services for children and youth, to examine the ways people are now working together for children, and to initiate steps for the achievement of the conference recommendations in the next decade.

Governor John Bonner called the first conference in Montana and appointed Mary M. Condon, State Superintendent of Public Instruction as chairman. Several meetings have been held during the year attended by representatives from various groups in Montana. It is planned that many of these groups will be able to send delegates from Montana to the National Conference on Children and Youth to be held in Washington early in December of 1950.



Coram Rural School Pupils, Flathead County

CONSERVATION

More and more during the past several years Montana has become conscious of its many resources, not only natural resources but human resources as well. The greater portion of this report deals with the way in which the State Department of Public Instruction, acting for Montana, is trying to conserve our human resources.

The Department of Public Instruction has gradually been fostering a broad program of conservation in our schools. The matter of conservation touches every individual and every group in the State. It is a concern of those who fish and hunt; it is the concern of farmers and ranchers; it is the concern of those interested in our parks and forests; it is the concern of those interested in reclamation; it is the concern of all of us interested in conserving and building Montana.

Conservation is something that cannot be taught with too great success as a separate subject alone. It must reach into every subject and every activity of the boy and girl and of every adult in and outside of school. Although Montana does not have a law compelling the schools to teach a course in conservation, the State Department is advocating that the broad program of the schools include conservation in many of its aspects. Certain pressure groups have tried to force conservation into the schools on the basis of courses and credits. We maintain that unless a child has more than this and is exposed to conservation in all of its ramifications every day of the year, we will not have advanced very far. Conservation cannot be taught in a one-half hour class each day, but it must be thoroughly threaded through all courses in the elementary and high school levels. Conservation is a mental attitude and is as basic to the continued prosperity and success of our American way of life as is Democracy. We feel that to date many of our schools have had great success with this method, and we find more of our youngsters today than we found thirty years ago constructively interested in our forests, streams, our soil, our game and the great heritage nature has provided us with.

Conservation today is an integral part of our mathematics classes, of our science classes, vocational agriculture, our shop classes, and of our history and social studies. The Department of Public Instruction is currently engaged in the preparation of materials to be used as guides for the study of conservation; however, it must always be remembered that schools cannot do the entire job. Conservation is everybody's business.

SCHOOL HEALTH CONFERENCE



Flathead Rural School

The State Department also took a leading part in a conference in cooperation with the Montana Medical Association and the State Board of Health.

The purpose of this conference was to discuss school health environment, school health instruction, health services and guidance, and school health policies. The results of the conference were significant in that they tended to clarify the problems of the school health program and tended to coordinate the efforts of all groups and individuals working on them.

TEACHERS' RETIREMENT SYSTEM

The general administration and operation of the Teachers' Retirement System is vested in a retirement board of five persons. The State Superintendent of Public Instruction, by virtue of her office, is a member of this board. Except for monthly meetings, the work of the Retirement Board is carried on by an Executive Secretary, and consists in maintaining the retirement records, and payments of members, which for 1945-50 amounted to \$1,544,903.68.

Montana now has one of the best retirement systems in the United States. Several amendments to the law were made in 1949, and teachers now are able to secure credit for nearly every year of prior service in or out of the State. The maximum pension has been raised and it will soon be possible for teachers, after 35 years of service credit, to retire on a pension more in keeping with living costs. This fact is tending to keep many teachers in the profession who would otherwise go to higher salaried positions in other lines of work.

DEPARTMENT OF STATE LANDS AND INVESTMENTS

The State Superintendent of Public Instruction is a member and vice president of the State Board of Land Commissioners. As such, she is called on to attend regular monthly meetings besides special meetings when called. This Department has the business of taking care of all state lands, including 4,321,700 acres of school land. This involves the business of rentals, leases, sales, oil, gas, and other mineral rights, etc.

Besides the above, the State Board of Land Commissioners has the investment of some \$25,000,-000 in Permanent funds of the various schools and institutions of the State.

BUDGET OF STATE DEPARTMENT OF PUBLIC INSTRUCTION

	1949-50	1950-51
General administration	\$ 51,291.00	G. F.*
Physical Education and Recreation	8,044.00	Eq.
Correspondence School	35,400.00	Eq.
School Lunch	13,500.00	Eq.
Revolving Fund	2,000.00	Eq.
Visual Education	21,535.00	Eq.
Films	(4,328.27)	
Vocational Education	61,416.00	G. F.
Reimbursement	(17,403.01)	
Donable Property	30,909.38	
Community Health	1,280.27	
Teachers Certification	8,688.52	
Veterans On-Farm Training	43,912.68	
Indian Education	8,000.00	
Vocational Education (U. S.)	7,777.01	
Vocational Education (George-Dean)	18,158.68	
State Board of Education	14,640.00	
State Department Salary	(4,000.00)	
Total	<hr/> 326,552.54	<hr/> \$ 201,241.00
Less Federal, school reimbursement and other non-administration costs	148,769.55	28,640.00 (Est.)
Total State Funds for Department	\$ 177,782.99	\$ 172,601.00

*G. F.—State General Fund; Eq.—State Public School Equalization Fund; Mill—University Millage Fund.



Billings Junior High

Elementary Education

In 1919, school law provided for two rural supervisors; however, 18 years later in 1937, this was changed and provision was made for only one. It is an actual fact therefore, the Department has by law a supervisor for its elementary rural schools, but none for its city and town elementary schools. This lack has been offset to a certain extent by reason of the fact that legislation has been enacted providing for other supervisors, in music and physical education, whose duties to a certain extent, provide partial supervision for city and town elementary schools.

Regardless of the fact that the law stipulated this particular supervisor as a rural school supervisor, in actual practice she contacts rural elementary and city and town elementary schools alike. The extent of this rural and urban elementary education is seen in the following figures:

Montana Elementary Population

Type of School	Enrollment	Teachers	Schools	Load
One-room	9,141	909	909	10.06
Two-room	4,506	220	110	20.48
Town-graded	64,973	2,527	308	25.71
Total	78,620	3,656	1,327	21.50

The above average load figures mean very little and do not give a true picture. In our congested areas the pupil load is too high, and in schools of small enrollments the subject matter load is too high. Most schools have reasonable loads and adjustments may be made locally.

THE SCOPE OF RURAL SUPERVISION

1948-1950

The scope of the rural supervisor's work has been changing during the past years as there is a growing realization that the schools must adjust to the changes of modern times and re-emphasize the principles governing human relations. The center of concern has shifted to an alertness to the basic needs of each child in his development physically, emotionally, intellectually, socially and spiritually.



Billings Junior High

This viewpoint has widened the scope of the supervisor's work. Aside from concern about a formal school program it must include such areas of interest as community understanding, family living, conservation of human and natural resources, guidance, recreation and other current interests. It is in these areas that children have their experiences and it is through these that they must learn to think and act in order to live happily in our democratic way of life where the individual is supreme.

All of this means that careful attention must be given to curriculum planning, to purposeful organization and to recruitment of interested teachers, in-service training for those at work and interpretation of effective elementary education to patrons. Effective education can be given our children only if communities become a workshop for schools and schools learn to make use of communities for understanding the democratic way of life.

This does not mean less attention to the 3-R's and the business of learning how to study, but makes such learning more purposeful.

Trends of Thought about Elementary Education

Educational literature, public opinion and statements by many high school and college students points to the following generalizations:

1. The three R's are important, but are only tools to the more fundamental learning of good citizenship.
2. A fourth R (responsibility) must be given more attention.
3. How to study is indispensable.
4. Social courtesies and understandings of just human relationships are fundamental to a democratic society.
5. The modern elementary curriculum must be adjusted to include the basic areas of interest such as family living, community understanding, guidance, functional health, safety, conservation, expression through art and music and wholesome recreation for individuals and groups.
6. Learning takes place more effectively when students can participate in purposeful activities involving basic needs.
7. Where alert school people are planning their curricula on basis of these trends, students, teachers and parents find new satisfaction in educative work and are convinced of two things:
 - a. The three R's are more effectively and universally learned.
 - b. Growth in maturity of both children and teachers is enhanced.



Helena Schoolroom

Rural Education in Montana



Mothers' Club—Apgar Rural School

According to the nationally accepted definition, schools are commonly considered rural when they serve communities of 2,500 population or less. Montana has only between 25 and 30 communities that are above this figure out of some 1,500 communities, so from this standpoint Montana can be considered almost totally rural. However, for the purposes of this report we are considering those communities with one and two-room schools as rural, and last year Montana had 900 of these one-room schools and 113 two-room schools.

This education in the "Little Red Schoolhouse" has been disappearing from the Montana scene and has been supplanted by the consolidated rural school, by the yellow school bus, by the private car, by the school-year-home-in-town, and by the State Correspondence School. Just as the world has grown closer together through modern communication and transportation, so the rural and urban communities are closer in Montana. Better roads and more cars have brought urban and rural communities closer together, with a consequent disappearance of the small rural stores, postoffices and schools. This has been a natural progression, just as the farmer and rancher have progressed from the horse and buggy to the automobile, from the horse to the tractor, from the binder to the combine, from the wood stove to electric and gas stoves.

The 900 one-room schools today compare with 2,706 in 1920. Most of this departure from the one-room school has been by voluntary action on the part of the people themselves, by means of consolidation with other districts. In many cases the county superintendent has abandoned districts where school has not been held for two or three years. However, the decision of whether to operate a school or not has always rested with the local schoolboard, and in cases where they closed their schools and transported the pupils to another district, they were open to abandonment if they did not operate a school for three years, or transport the pupils by a bonded bus driver. Montana has no law, and rightly so, which compels a rural school to be closed.

Since Montana is a large and sparsely populated state, one and two-room schools will always be necessary. We have many people living twenty to fifty miles from what we term a village or town. These children are truly isolated and have just as much right to an education as those living across the road from a school. A school should be provided for them when other means of education are not feasible, and this school should be staffed by a well-qualified teacher and equipped with good school facilities. A lesson could be taken from one of the Canadian Provinces where a teacher in an isolated school receives a bonus according to the degree of isolation.



Hodgson School—1904

Old-timers are prone to think in terms of "what was good enough for me is good enough for my kids." They think in terms of homestead days when roads were scarce and towns were few and far between. They think in terms of days when the schoolhouse was the only center of social life

for miles around. They think in terms of the horse and buggy, in spite of the fact that they themselves today are using planes, tractors, combines and electric pumps. We know as well as everyone else that every rural school cannot have all the modern conveniences that can be furnished in some large city district, but we also know that where school patrons in a rural district have set out to improve their school they have done a wonderful job. We know of schools in rural sections (and some villages and towns too), where conditions exist which would not be tolerated in the home or the store where the parent trades. Yet, some of these parents have not entered the rural schoolhouse for years. We must get over the thought that these little one and two-room schools must be ineffective schools. They can be very good schools if they are made a part of the community, responsive to its needs, to its way of life, and to the ambition of the boys and girls attending, some of whom may want to stay on the farm or ranch and others may want to go into other lines of work.

People in rural sections, as well as in urban, more than ever are taking an interest in their schools. Farm organizations, PTA groups, and others are finding out just what kind of a school their district is operating and are doing everything in their power to secure a better one. The objective is equal opportunity for every boy and girl in Montana, whether he resides near a one-room school or near a large city system. The State Department of Public Instruction has only one person designated by law for the supervision of these rural schools. Elementary education in cities and towns is just as varied as in rural sections. The same problems present themselves as to modern, well-equipped buildings, qualified teachers, courses of study and administration.



Hodgson School—1950

Additional Services Rendered by the Rural School Supervisor

In addition to the problems involved in the work of the rural supervisor as are found in courses of study, self-evaluation blanks, and the aims and purposes of the elementary schools, the rural supervisor has had direct personal contact with county superintendents and rural and elementary teachers through means of visits to rural schools and small towns, annual county institutes in most counties of the state where some 4,000 teachers have been contacted, a three-week workshop for county superintendents at Eastern Montana College of Education, a three-week workshop for many rural teachers at the same school, and another at the Western College of Education, three-day regional conferences for county superintendents at several centers in the State besides being a participant as resource contributor to college extension courses in Livingston, the State College, Helena, Kalispell, the University at Missoula, and Billings High School.

Through the efforts of the rural school supervisor, the state examination required of 8th graders in rural schools has been eliminated and in its place has been substituted self-evaluation blanks for rural schools and for 8th graders. This is a program whereby the pupil evaluates his own school and sets out a plan whereby his ability to enter high school will be determined.

Recommendations

The following recommendations for progress in the basic education of our 75,406 grade children are reasonable and vital to the present and future development of our Treasure State. We believe that they are comprehensive enough to effect improvement that is fundamental, and limited enough to be attainable during the next biennium by our school people and our taxpayers.



The Old



The New

1. The Legislature should authorize the appointment of an elementary supervisor to give leadership to state-wide planning.
2. Two practical and concise guides should be prepared for **free** distribution to all teachers and superintendents through leadership from the State Department.
 - a. One for study skills in the language arts and mathematics.
 - b. One for the social studies, which would include community understanding, conservation and elementary science, safety, family living and guidance, making a definite point of relating each and all as practical applications to the six constitutional purposes set forth in the Preamble of the Constitution of the United States.
3. Accreditation of high schools that have elementary divisions shall be 50 per cent dependent upon the attention given to good practices in the elementary grades.
4. Certification for rural teachers should be given further study by a Teacher-Training Committee appointed by the State Superintendent of Public Instruction. This study should fulfill two purposes—one to encourage **valuable** experienced teachers to remain; second, to encourage rural youth of high scholastic and personality values to enter.
5. A committee should be appointed to give careful study to the values of changing the present textbook law as it affects rural and many small town graded schools.



Billings High School

High School Supervision

Montana school law provides for one high school supervisor whose duties are to inspect and supervise the work of the high schools of the State, including all junior high school courses and

schools, and to report from time to time such information concerning the same as the State Superintendent of Public Instruction may require.

Specific duties of the high school supervisor are to evaluate the high schools of the State as to buildings, equipment, courses of study, schedules, certification of teachers, and to accredit them to the State Board of Education and for other accrediting associations, of which he is the State head.

The Supervisor is also to take part in Institutes and other conferences dealing with the improvement of teaching in high schools.

In 1949-50, school districts operated high schools with enrollments as follows:

Number	Pupils	Pupils
23 with	1 — 24	Median of
48 with	25 — 50	19
49 with	51 — 100	35½
31 with	101 — 200	74
12 with	201 — 300	136
16 with	Over 300	248
		493
Total	179	—
		Median for State 64

The duties of the State High School Supervisor primarily concern accreditation. In ascertaining the type of accreditation it is necessary for the supervisor to visit as many high schools as possible during the year. In this visit he is concerned with the following:

1. Survey of school buildings.
2. Survey of general program of high school.
3. Quality of teacher-administrator cooperation.
4. Quality of support by community.
5. Quality of application of educational principles.
6. Library conditions.
7. Quality of instruction.
8. Maintenance of buildings.
9. Investigations of charges against administrators and teachers when situations arise that endanger schools.

Since it is practically impossible in a state the size of Montana, with 179 schools, to visit each one every year and give the kind of supervision needed, many administrative policies in high schools are determined by reports made out by such schools during the year. Another factor aiding in this matter of evaluation of high schools is that other supervisors of the Department co-operate and co-ordinate their efforts on the whole school program. This is true particularly with those supervisors concerned with music, physical education, elementary education, school lunch programs, Indian education, visual education and vocational education. By pooling their knowledge of each high school, a better evaluation is made.



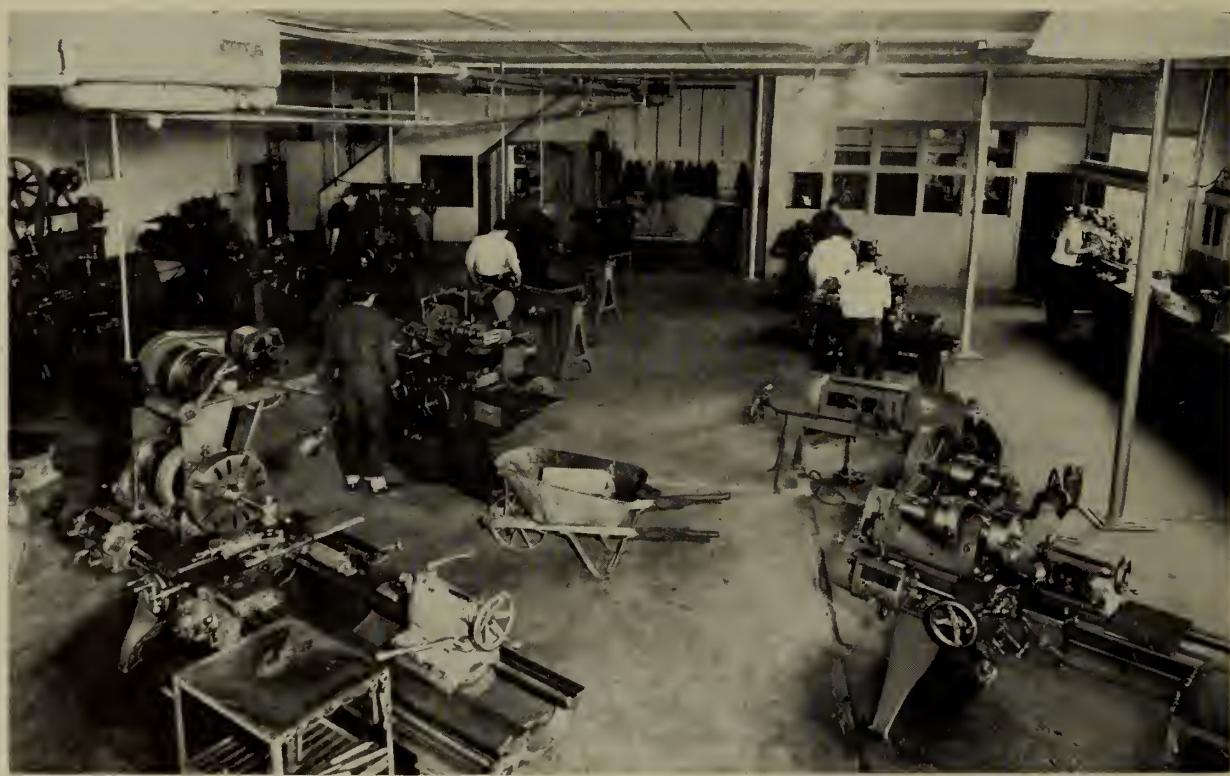
Richey High School

Accreditation

High schools in Montana have been given official accreditation at the July meeting of the State Board of Education. At that time the State Superintendent of Public Instruction, using data furnished her by the State High School Supervisor, recommended to the State Board the type of accreditation for each high school. At its meeting in September, 1950, the Board decided to accredit high schools in the future at the April meeting.

At its July, 1950 meeting, the State Board of Education accredited high schools as follows:

Total No. Public Schools, Secondary level	179
Total No. State and Private Schools, Secondary level	22
Total	201
No. High Schools, Public, recommended for full approval	142
No. Private Schools recommended for full approval	22
No. High Schools warned	23
No. High Schools for probation	3
No. High Schools for final probation	8
No. High School to be dropped in years of accrediting	1
No. High Schools to be completely dropped from accreditation list	2
No. High Schools advanced in rating	21



Helena High School

Principal reasons for lowering the accreditation from year to year are inferior curricular programs, the employment of teachers not particularly qualified for the subjects taught, lack of specific programs in guidance and health, low pupil morale, ineffective public relations program, outmoded school buildings and equipment, inferior upkeep of school buildings as to cleanliness, repairs, etc., crowded conditions, poor grade school program, lack of cooperation between board and administration, poor lighting and ventilation, poor relationship between administrators and teachers; conditions of teacher personnel very poor.

Secondary Education

Figures for the past four years show that 90 per cent of 8th grade graduates go on to high school in Montana in comparison with 58 per cent in 1920. Only about 38 per cent go on to college. For this reason high schools must be more than a preparation for the professions and must provide sufficient terminal courses for those who do not go on to college. In 1920 the proportion of public school enrollment in high schools was 11.4 per cent of the total school enrollment. Now it is 24.7 per cent, indicating the rapid growth of the high school.

A greater percentage of eighth grade graduates now go on to high school than before. Since an accredited high school cannot be maintained in every township, it means that these elementary graduates must, in many cases, travel long distances to get to high school, many in other districts than their own. Formerly, all districts did not pay toward the cost of operation, maintenance and buildings of high schools. Since the passage of the High School Code and more recent legislation, high schools are now supported both for operation and maintenance and for cost of buildings by the county and high school district, thereby spreading the cost over an area from which pupils come.

Both rural and urban elementary and high school education should be of the type to fit the needs of the pupils. If a community is strictly rural, the schools should make their curricula fit the



needs of the rural people by offering vocational courses as well as classical courses for those who want to go on to other professions. Many of our pupils will profit more from vocational agriculture, home economics, auto-mechanics, typing and shorthand, etc., than they will from algebra, geometry, Latin, etc. Montana is primarily an agricultural state and our education should follow those lines, as well as lines to fit those who will go on into other work. In former years only those pupils went to high school and college who were interested in becoming lawyers, ministers, teachers, doctors and engineers. Today most of our youngsters go on to high school and more and more to college. We must make the type of educational offerings fit the needs of this more varied group now going to high school. More vocational courses, better qualified teachers, better buildings and equipment, every pupil in high school, are some of the immediate needs. There should also be mandatory transportation and representation on high school district boards from rural districts.

Great Falls Junior High School

Junior High School



Plentywood High School

Educational thought and theory is not yet quite clear as to the specific function of a junior high school in Montana. Many schools operate what is called departmentalized 7th and 8th grade courses. Others organize into what is called the 6-3-3 plan, where the six elementary grades are set up as one unit, the 7th, 8th, and 9th are organized as a junior high school and the 10th, 11th, and 12th grades as a senior high school. Still others organize according to the 6-6 plan where the grades from one through six are the elementary and the upper six grades operate as a junior-senior high school combination. However, the majority of schools in Montana are still organized on the traditional 8-4 plan.

Montana law provides for the following definitions of a junior high school:

"A junior high school is a public school as defined in the general school laws and is an integral unit of the public school system which comprises what is ordinarily designated as the work of the seventh, eighth, and ninth grades of the school system and which has its own administrative head and corps of teachers under the direct supervision of the district superintendent and board of trustees of the school district."

Specific changes in this definition of the junior high school were recommended to the State Board of Education at its July meeting in 1949. One of these was to provide for the establishment of elementary and high school education on the 6-6 basis. This means a school would have six years of elementary and six years of secondary training. The same highly qualified teachers used in senior high schools could also be employed in the 7th and 8th grades under the 6-6 plan.

At the present time Montana has not gone very seriously into the matter of junior high school organization. In 1949-50 there were only five accredited as junior high schools. These were at Anaconda, Billings, Hardin, Worden, and Inverness. In recent years, since several of the smaller communities are unable to operate the fully accredited four-year high school, attention has been focused on the advisability of operating junior high schools at these places.

Study to Be Made

The Department has long recognized the need for a re-evaluation of the work done in junior and senior high schools. For many years this level of our educational system has been undergoing a change. Educators have been stressing the need for adapting the courses to the needs of the pupils—to the community. Vocational education has been stressed.

Educators and boards and others interested in high schools are now asking for help in determining just what should be taught in their particular schools. This is true of small high schools and large high schools. In former years high schools served mainly one purpose and that was to prepare for college. Now, that purpose has been expanded to take care of the thousands of pupils who do not go to college. "What purpose should our high school serve?" and "What should our high school offer?" These are the questions to be answered by each community. The State Department is now working on a manual which will try to give the answers to these questions for the various classifications of high schools. This manual will take in both junior and senior high schools.



Sidney High School

Montana school law provides for the appointment of one music supervisor to the staff of the Superintendent of Public Instruction.

The Music Supervisor shall "be qualified to perform the following duties: Supervise the teaching of music in the graded, rural and high schools of this State, and assist the teachers and faculty in said schools in establishing and carrying out a progressive music program for the benefit of all children in the public schools of the State, supervise and direct the examinations, issuance of certificates, keeping of records in connection with the foregoing duties, and perform all other duties required in carrying on the work in applied music as prescribed in subsection 10 of Section 1092, Revised Codes of Montana, 1935, and the laws of Montana relating to music education in the public schools."

Music of all kinds in 1,500 schools with 105,000 pupils:
300 organized instrumental groups.
330 glee clubs and choruses.
57 music festivals.

In some one or more of its phases music can be made available to every child in the public schools of the State. From the rhythm bands of the primary grades to the massed band of the high school, from the childish singing of the smallest youngsters to the finished soloists and choruses, and from the snare drum player to the baton swinger, we find music available in the various schools of Montana. Music is the universal language and does not have for its entrance requirements any drastic provisions other than willingness and interest.

The band is always the "showhorse" of the schools and it is the ambition of every pupil to participate. The Supervisor of Music recommends a balanced program in every school rather than emphasis on only a band or chorus alone. The Music Supervisor provides a course of study for music from the primary grades on through high school, and edits "Modern Trends in Montana



Gallatin County High School

Music" which serves as a course of study for elementary and rural teachers. The Department also releases many "in-service" bulletins of an instructional nature, assists summer music camps intended for instruction of high school students, offers the Department's services through 56 county music institutes, presents class procedures and conducts clinics and workshops at the various units of the Greater University.

The Supervisor of Music advises and warns schools not meeting standards and confers with administrators and county superintendents on music improvements. He also suggests building plans for music departments and assists in conducting district and county music festivals.

The Music Supervisor works very closely with the Montana State Certification Director, assists in passing applied music certification laws and evaluates all music teachers' transcripts before certification.

Adult Education



Tonette Band — Choteau

The Supervisor is national chairman of school-community relationships and plans programs in adult education, recommends organization of music clubs to be held in the evening, assists in programs which betters singing at service clubs, helps organize rhythm bands, choruses, orchestras, and adult music clubs.

The Supervisor gives aptitude tests in music, participates in "career night" which is set up to acquaint all high schools and junior high schools with the professions, trades and industries, so that plans can be made for the future. Provision is also made for the exceptional child through talent and aptitude tests. Recommendations are made to local service clubs to offer scholarships to talented musicians.

Higher Education

The State Music Supervisor acts as advisor with heads of the Greater University of Montana Music Departments. For several weeks he is a member of the Montana State University summer staff where he advises senior students in their methods classes. He also advises all teacher-training institutions and music educators of the music needs of the state.



Grade Band—Ekalaka

MUSIC EDUCATION DESIGNED FOR MONTANA
LISTENING, SINGING, CREATIVE, RHYTHM, AND INSTRUMENTAL ACTIVITIES



State Film Library

Visual Education

1949-50	
Number films in Library	2,298 Titles
Number films added 1948-1950	342
Replacements	19
Total of all films by reels	3,140
Value	\$141,300
Number of films shipped per week to Montana schools	600
Total for year	21,600
Actual cost to schools:	
Contributions by schools and from State Appropriation	\$ 20,906
Commercial cost if same films rented elsewhere	\$153,090
The Film Library receives an appropriation from the State	
General Fund 1940-1950	\$ 21,535
1950-1951	18,500

The Division of Visual Education was added to the State Department of Public Instruction by Chapter 71, Laws of 1941. Provision was made for state library of films and other visual aids and for a State Supervisor.

In 1949 the Legislative Assembly provided for an appropriation of \$5,000 to purchase sight-saving texts for use of the visually handicapped.

The State Supervisor of Visual Education, who likewise acts as Director of the State Film Library, is concerned with the selection and purchase of new films, and their transportation by all manner of common carriers from the State Film Library to patrons and return. He is guided in his choice of material by the Montana Course of Studies. He previews personally all new films. He calls upon specialists to join him in previews when specific films deal with specialized subjects. This last activity keeps him in contact with members of the Supreme Court, the State Board of Health, the Fish and Game Commission, the Department of Agriculture, with the faculties of the Departments of the University, with teachers and superintendents, the State Supervisors in the Department of Public Instruction, with ministers of all denominations and medical doctors, with any and everyone who knows or does not know but is interested in the subject area of the film. When a film reaches into several areas, as for example "Marriage for Moderns" by McGraw Hill, the Supervisor tries to bring all divergently interested groups into one preview for general discussion. Films dealing with controversial subjects and that present only one side of an argument may be admitted to the Library provided no effort is made to exclude a film presenting the opposite considerations.

Financing

The financing of the local school film program is left entirely to the local school board, the superintendent, or to anyone whom the school board or superintendent appoints or accepts. No effort is made by the State Film Library to dictate how, when, where, or what films are to be used in the local schools. The local responsible head of the local school is responsible entirely for the good or bad use of a film. This does not nullify the ordinary jurisdiction in schools of the State Supervisors of rural and high schools, or the supervisory duties of any other official.

Statistical Information

From July 1, 1949, through June 30, 1950, 352 new films were added to the Montana State Film Library, a total of 462 reels of 400 feet each, a total footage of 184,772 feet, or a value (at \$45.00 per 400-foot reel) of \$20,778.75 plus.

Of these totals, 19 films were replacements of old films, a total footage of 9,200 feet or 23 four-hundred foot reels valued at \$1,035.00.

These new film deposits were made by the following:

(Depositor)	(No. films)	(reels of 400 ft.)	(Value at \$45.00 per 400 ft. reel)
Schools of the State	237	300 1/4	\$13,511.25
State Film Library	42	58 7/8	2,648.38
Commercial Companies	30	57 1/4	2,576.25
Montana T. B. Association	7	9 1/4	416.25
Narcotics Div. (Mont. Board Health)	1	2	90.00
Montana Board of Health	8	13 1/4	596.25
Montana Fish and Game	9	11 2/5	513.00
Private Depositors	6	6 1/2	292.50
Film Strays (Unknown)	2	3	135.00
	342	461 31/40	\$20,778.88

The catalog of the Library includes 2,630 film titles. Of these 2,630 film titles, 332 have been permanently withdrawn or retired leaving 2,298 films in the Library. The value of these 2,298 films in the Library is \$141,300.00.

The life of a film averages eight years, in which instance, merely to hold the Library at its present level would call for an annual replacement of 1/8 of the films or a value of \$17,662.50.

During 1949-50 an average of 600 films per week were shipped to the schools of Montana, or a total of 21,600 for the year. These 21,600 films shipped were booked for three days and at an average cost per booking from commercial concerns would have meant an expenditure to the schools of \$153,090.00. Actually the cost to the schools was only \$20,906.56. The amount appropriated by the Legislative Assembly to the State Film Library for 1949-50 was \$21,535.00. For 1950-51 it was \$18,500.00.

Sight-Saving Library

This is a library made up of books printed in 18 pt. bold face type. These are to be loaned to schools for children who are handicapped visually to the extent that such books are indispensable.

The 1949 Legislature authorized this library and appropriated \$5,000 for the purchase of books. Distribution is made by the personnel of the State Department Visual Library. They are requisitioned by county superintendents through the rural supervisor who chooses such texts as fit into the regular program of the elementary schools. Readers, arithmetics, spellers, language and science texts are available.

To date, \$2,149.74 has been invested in the purchase of 602 books. The balance, \$2,850.26 remains for the 2nd year of the biennium. The first call for the 7th grade text has been received. Most calls so far have been for grades one to five.

Loaning Requirements

1. All applications from city and rural schools are made through the county superintendents to the State Department.
2. A statement of need signed by a physician should accompany the application.
3. Postage shall be paid by the borrowing school.
4. It is possible that the return of these books by the teachers or superintendents will need to be a final report requirement.



Front View of the New Corvallis Vocational Building



State Correspondence School Mail

State Correspondence School

ENROLLMENT

	1948-49	1949-50
Pupils taking high school courses	664	585
Pupils taking elementary courses	138	140
Pupils taking non-citizen courses	43	73
TOTAL	845	798

Established in 1939 by legislative act as one of the many means employed by the Department of Public Instruction to equalize educational opportunity, the school provides correspondence courses for:

- (1) Isolated students, prevented by distance from attending school.
- (2) Physically disabled students unable to attend school.
- (3) Regular high school students who may reasonably want or need a subject they cannot get otherwise.

Instruction of prospective citizens for whom class instruction is not available was begun in December, 1943, at the request and with the sponsorship of the Immigration and Naturalization Service. The school is located on the campus of the University of Montana at Missoula.

The four fields in which high school enrollments have been consistently high are English, Social science, commercial arts, and mathematics.

The high school in Montana using correspondence study most extensively, in relation to its enrollment, is one with fewer than 100 students.

Large high schools are more likely than small ones to be asked to help the employed or adult student to finish high school. Often these people find that jobs and advancement are denied them for lack of a high school education. It is natural then that they turn to the principal of the high school for advice on how to continue their education and receive a diploma. That this is the case is indicated by the total enrollment of 11 students in correspondence study by one of the large high schools. Of that number, 1 was physically handicapped, 1 was employed, 2 were adults, 5 were unable to attend school because of small children, 1 was isolated, and 1 was in attendance at high school.

The local school principal or county superintendent decides whether or not it is best for a student to take supervised correspondence study, and advises the student on the selection of his course.

In 1941-42, parents began to ask if the Correspondence School could provide lessons for their small children, who could not go a long distance to school, who could not be boarded away from home satisfactorily, or for whom no teacher could be secured. Since that time nearly 1,000 grade school children have studied under the direction of this school.

Pupil Activities

Results of standard achievement tests indicates that scholastic achievement comparable to that in other schools may be expected from children enrolled in the Correspondence School.

Although one regrets that these pupils do not experience daily social activities and adjustments with other children, many parents provide for experiences in 4-H clubs, visits, neighboring school programs and play-days, planting gardens, in visiting and reporting on some business, etc. Each child in a grade is invited to write a letter about himself and to send his picture, so they may all be assembled into a Round Robin, to acquaint each child with others in his grade.

All of the grade school children are enrolled as a group in the Junior Red Cross and take part in whatever project is selected.

The Mail Bag is the children's own paper, to which they contribute news items, good parts of their lessons, drawings, samples of handwriting and printing, poems, and stories.

Each pupil receive library books selected for him by his teacher from the school library, or requested for him from the State Library Extension Commission, which is on the university campus.

Citizenship Section

In December, 1943, the Department of Public Instruction, cooperating with the Immigration and Naturalization Service, arranged for the instruction of aliens who sought U. S. citizenship, but who could not attend locally conducted citizenship classes. By June, 1944, about a dozen non-citizens had been helped to prepare for naturalization and subsequent citizenship. Since that time the enrollment has been around 50 per year.

The enrollment for 1949-50 is 73. It is likely that this year marks the end of the waiting period for application of war brides and displaced persons for their final papers.

Although these candidates for citizenship are now living in 36 counties of Montana, they came from the following countries.



Isolated Community

Canada	17	England	6
Poland	11	Norway	5
Germany	7	Ireland	4
Yugoslavia and Mexico	.....	3 each	
Latvia and Estonia	.....	2 each	

1 each from Finland, Holland, Netherlands, Slovakia, Hungary, Romania, Japan, France, China, United States.

Housekeeping and farming are the occupations most widely represented. However, more than 20 occupations are followed, with two or more persons engaged in bookkeeping, carpentry, mining, and the priesthood.

The fact that nearly two-thirds of the group are under 35 years of age indicates that they will give many years of worthy citizenship. The youngest is 19, and the oldest nearly 70.

Statistical Information

In 1949-50, the greatest number of enrolled correspondence pupils took courses in order to enrich their regular high school programs. The average student taking courses in high school work lived

from 1 to 5 miles from an established high school, while the average pupil taking elementary courses lived approximately 10.5 miles from an established elementary school. September, October, January and February appear to have the highest enrollment in the correspondence school. Most pupils enrolling for high school courses take up one unit of work.

Elementary Grade	No. of Pupils 1948-49	No. of Pupils 1949-50	ENROLLMENTS* BY DEPARTMENTS		
	Department	1948-49	1949-50		
1	25	25	Aeronautics	1	6
2	25	16	Mathematics	151	139
3	19	19	English	250	200
4	15	15	Social Science	205	154
5	14	16	Commercial Arts	168	112
6	9	18	Science	107	69
7	17	15	Practical Arts	41	38
8	14	16	Languages	80	48
Elementary Total	138	140	Home Economics	79	68
			Agriculture	60	58
			Art	45	48
			Music	2	3
High School Grade			TOTAL	1189	943
9	74	57			
10	88	94			
11	156	149			
12	265	230			
Post Graduates	34	20			
Not Reported	47	35			
High School total	664	585			
GRAND TOTAL	802	725			

Correspondence Courses Recommended

In offering plans for overcoming handicaps due to smallness of high schools, the U. S. Office of Education in its Cooperative Planning, Pamphlet 102, suggests three procedures: Offering courses in alternate years of semesters, combining pupils of more than one grade, and using supervised correspondence courses. To quote:

"Supervised correspondence courses and similar materials, planned largely on a self-teaching basis, have grown steadily in popularity. They are now widely recommended as effective aids in enriching the offerings of high schools. Since broadening the curriculum is a particularly difficult problem in the small high schools, self-teaching courses and materials have been most widely used in schools of this type . . . High school pupils taking such courses must, however, continue to receive careful local supervision."



Architect's Sketch of Recently Completed Vocational Education Building in Kalispell.

*School
Lunch
Division*



FRENCHTOWN SCHOOL LUNCH KITCHEN

Number lunch programs in operation 204

Number lunches served 3,615,170

Number free lunches served 237,217

Average daily participation 21,685

The school lunch program is supported by:

Federal Contributions \$171,330

Payments by children 486,829

Local Donations 13,887

District Funds

And expended for:

Food 482,621

Labor and miscellaneous 309,754

Administration of this Department is paid for by an appropriation from the General Fund of \$13,500

Operation of the School Lunch Program



School Lunch—Hinsdale

Until 1943 the few School Lunch Lunch Programs in Montana Public Schools were operated by civic groups, outside the regular school activities. Food was prepared by these civic minded organizations in basements, cloak rooms, hallways and unused classrooms and served to especially needy children. The prime purpose at that time was to feed children whom it was felt did not have sufficient food at home.

The 28th Legislative Assembly, in January 1943, amended the statutes to permit schoolboards to provide cooks, food and janitor service as well as equipment for the purpose of serving lunches to school children. This gave impe-

tus to the Lunch Program but it was not until 1947 that the School Districts assumed full responsibility for the operation of lunch programs within their district under Section 75-4801-4808 RCM, 1947. On July 1, 1947, the State Department of Public Instruction assumed full responsibility for the administration of the National School Lunch Program in Montana.

The success of the Montana School Lunch Program is dependent mainly upon four factors: (1) Federal Funds for reimbursement of meals served, (2) The whole-hearted support of the School District and School Officials, (3) The assistance given by the State Department of Public Instruction in the way of Administration and (4) the cooperation of the local community as a whole. Without proper functioning of all four factors no lunch program can be successful.

The school Lunch Program was established with the primary object in view of providing a nutritious, well-balanced noonday meal to school children. However, as the program has expanded it was discovered that it lends itself to the teaching of nutrition in schools by demonstrating in a practical manner the essentials of nutrition education. The Lunch Program assists in the development of good eating habits in the growing child, habits that will carry over through life resulting in a healthier adult.

The conduct of the School Lunch Program in Montana Public Schools is primarily the responsibility of the School District and just as in any other part of the school program, effective supervision of the school lunch program must be maintained through appropriate school administrative offices.

School Lunch Finances

School Districts are reimbursed by the State Department of Public Instruction from Federally appropriated funds on the basis of the number of meals served monthly that meet the nutritional requirements as set forth in the Agreement executed by and between the School District and the State Department of Public Instruction.

Annually, Montana receives approximately \$170,000.00 from the National School Lunch Program Appropriation. This amount has permitted the State Department of Public Instruction to assist School Districts at the rate of from six to five cents per meal.

The cost of administration is borne by the State. The last appropriation allowing \$13,500.00 annually permits the employment of a Director, Field Nutritionist and Stenographer as well as monies for travel, equipment and supplies. The cost of administration is less than 2 per cent of the total school lunch cost.

Commodity Distribution

In addition to administering the School Lunch Program, the Lunch Division of the State Department also acts as a distributing agency for the U. S. Department of Agriculture in distributing not

only agricultural surplus but also many commodities purchased for School Lunch Programs only.

These commodities consist mainly of processed fruit, vegetables, cheese, peanut butter, etc. Generally speaking the value of commodities distributed to Lunch Programs equal or exceed the monies paid for reimbursement. Such commodities have made a very worthwhile contribution to the Lunch Program as it is estimated that fully one-fourth of the food cost per meal came from this source. Foods distributed the past year would have cost the Montana School Lunch Program over \$286,021.00 had they been purchased at wholesale prices, and with these foods being used in addition to normal purchases the end result was more food and better lunches for our school children.

The Legislative Assembly of 1949 established a revolving fund of \$2,000.00 to defray handling costs of these commodities in Helena, thus the only cost of these commodities to participating schools was their proportionate share of the handling costs, from 6 to 10 cents a case, and transportation costs from Helena to their schools.

Scope of the Program



Missoula County High School

The School Lunch Program has grown steadily in Montana. Five years ago there were 109 programs in the State serving approximately 9,000 children. During the year just ended there were 204 programs serving as high as 24,000 children daily. For the year ending June 30, 1951, there will be over 220 programs serving well over 25,000 children daily, thus more than 25 per cent of the public school children in the State will be participating in the School Lunch Program.

Annually a review or analysis is made of from 50 to 80 per cent of the lunch programs in Montana by a nutritionist employed in the

Lunch Division. These calls have proven of great value in furthering the lunch program as they keep the State Office informed as to progress made locally and at the same time the Nutritionist is in a position to assist Program Supervisors in their many local problems.

DATA SHOWING GROWTH OF THE LUNCH PROGRAM 1947-48 THROUGH 1949-50

	1947-48	1948-49	1949-50	1949-50 increase over 1947-48 yr. & percent	1949-50 increase over 1948-49 Year & percent of increase
1. No. of Lunch Programs	170	182	204	34 20 %	22 12.08%
2. No. of Lunches Served	2,982,861	3,259,312	3,615,170	632,309*	355,858 11.00%
3. No. of Free Lunches	242,049	280,501	237,217	21.2 %	
4. Average Daily Participation	17,581	19,111	21,685	4,104 23.34%	2,574 13.46%
5. Total Federal Funds Available	\$ 165,878.70	\$ 168,935.00	\$ 171,330.00	\$ 5,451.21 3.28%	\$ 2,395.00 1.41%
6. Lunch Payment by Children	\$ 360,829.72	\$ 418,401.47	\$ 486,828.65	\$ 125,998.93 34.91%	\$ 68,427.18 16.34%
7. Local Donations	\$ 9,602.06	\$ 8,252.32	\$ 13,887.22	\$ 4,285.16 44.34%	\$ 5,634.90 68.28%
8. Food Expenditures	\$ 388,693.52	\$ 475,009.14	\$ 482,621.30	\$ 93,927.78 24.16%	\$ 7,612.16 1.60%
9. Labor & Misc. Expense	\$ 215,052.38	\$ 264,729.25	\$ 309,753.77	\$ 94,701.39 44.03%	\$ 45,024.16 17 %
10. No. 1/2 Pints Milk Served as a Beverage	2,431,929	2,590,525	3,024,000	592,071 23.35%	433,575 15.98%

*It is interesting to note that while there was an increase of over 21% in the number of lunches served during the 1949-50 year over 1947-48 there was an increase of funds with which to reimburse for these meals of only a bit over 1/4 per cent. This is the reason reimbursement rates have been lowered from the Maximum allowable under the National School Lunch Act.

The above indicates not only the steady growth of the Montana School Lunch Program, but also indicates the vast sums of money being spent locally for food and labor.

Health, Physical Education and Recreation



Polson Schools

Provision for a division of Health, Physical Education and Recreation was made by the Legislative Assembly in 1941. The law provided: "That on and after September 1, 1941, instruction in health, physical education and recreation shall be established and made a part of the course of instruction and training in the public elementary schools and secondary schools of the State, provided, however, that no further special qualifications shall be required of persons teaching in the public elementary and secondary schools of the State until required by the State Board of Education."

The law also provided that the State Superintendent of Public Instruction should prepare courses of instruction for the public elementary schools of the State and also to appoint a supervisor to provide necessary and adequate supervision. However, the Legislative Assembly neglected to provide an appropriation to carry out this act and it was not until 1945 that funds were provided the Department for this purpose and a supervisor was added to the staff.

Philosophy of the Division of Health, Physical Education and Recreation

Health is a primary objective of modern education. Health was named as the first of the seven cardinal objectives of education in the 1918 Report of the Commission on the Reorganization of Secondary Education. More recently the Educational Policies Commission has stated: "An educated person knows the basic facts concerning health and disease . . . works to improve his own health and that of his dependents . . . and works to improve community health."

Every school has tremendous opportunities to promote the health of its pupils and of its community.



Cleanup at Apgar School

Every school should establish workable policies, preferably in written form, to assure its pupils of (1) healthful school living conditions, (2) appropriate health and safety instruction, (3) adequate or superior services for health protection and improvement, (4) healthful physical education, and especially (5) teachers and other school personnel with up-to-date preparation so that they are well qualified for their special health responsibilities. Sound policies for the education and care of handicapped children are equally essential.

Physical education helps people satisfy age-old needs—physical and social—in present day living. In earlier and perhaps simpler times, our forefathers' needs for physical activity were met to a great extent in everyday living. Today, many of us, because of progress in science and social

organization, perform our daily tasks and earn a livelihood with little expenditure of physical energy. Yet, everyone needs physical activity to grow properly and to keep healthy. A person develops as he exercises his body and mind, as he gains new ideas and skills and as he applies his knowledge and skill effectively.

To live fully today, one must be able to get along with others, control his emotions, and find outlets of self-expression. More people have more leisure today than ever before. Many need guidance in using their leisure hours constructively.

Individuals who possess vigor, strength, and character are in normal times the greatest resources of a nation. They are indispensable in times of emergency. Physical education contributes to the total fitness of all citizens who in their accumulated strength guarantee the security of the United States of America.

Physical education is a **way** of education through physical activities which are selected and carried on with full regard to values in human growth, development and behavior.

The school has two definite responsibilities in recreation: (1) integrating its resources—pupils, teachers, facilities, and activities—with agencies for individual and social well-being; and (2) operating an adequate recreation program as an essential part of the educational program by teaching the arts of leisure and providing recreation opportunities within the framework of the school program.



Flathead Rural School

Cooperating Agencies

The division of Health, Physical Education and Recreation has been called upon many times during its existence to aid and assist in other health organizations and agencies. Some of these have been concerned with State Health Education Teachers, School Health Commission, Montana Conference on the Cooperation of the Physician and the School Health Program, Montana Public Health Association, Second National Conference on Physicians and Their Cooperation in the School Health and Physical Education Program, Montana Health Planning Committee, Montana

State Board of Health, American and Montana Association for Health, Physical Education and Recreation, Northwest District Association for Health, Physical Education and Recreation, State Welfare workers Conference, Governor's Committee on Children and Youth, Montana Education Association, Montana Safety Council, Montana Safety Conference, National Safety Congress, Montana Highway Patrol, Industrial Safety Commission, Teacher-Training Institutions, Public Agencies and Organizations and Professional Groups.

Philosophy Toward Athletics

Athletics have become in many schools the core of the entire physical education program. In the new philosophy, as enunciated in previous pages, athletics should not be in this favored position. The State Supervisor should keep in close touch with all athletic groups through the State High School Association.

The competitive urge is a recognized factor in human beings and it needs to be satisfied. Competitive athletics have satisfied this need and have contributed in the development of physical fitness, stamina and cooperation. However, we must provide personnel and facilities for physical activity in a wide variety of sports.

Athletics may be the most important selling point of a school to its community, but it must be remembered that the school does not exist to provide its community with entertainment. Unless this is controlled wisely and well, there are those people with a misguided local civic pride who would use our athletics for profit and to glorify the school-community rather than for the educational development of the youngsters involved.

Some of the changes that could possibly be made are:

1. Physical examinations to be required for all students taking part in interscholastic games and activities before the opening of practice for that sport.
2. No athletic team shall be coached by a person other than a teacher who is legally certified to teach in high school and regularly employed in that school.
3. The removing of all accrediting for any school which promotes, sponsors, or in any way encourages competitive girls' basketball. (This was made official in a directive issued by the State Department on May 14, 1949).
4. "Athletics are to be an integral part of the secondary school program and should receive financial support from tax funds on the same basis as other recognized parts of the total educational program.

"Athletics are for the benefit of all youth. The aim is maximum participation—a sport for everyone and everyone in a sport—in a well-balanced intramural and interscholastic program with emphasis on safe and healthful standards of competition.

"The program of athletics should be developed with due regard for health and safety standards as set forth in Suggested School Health Policies.

"Good citizenship must result from all coaching and from all inter-school competition. The education of our youth fails unless it creates the proper ideals and attitudes both in the game and off the field."

Furthermore, it will be noted that in the Standards and Recommendations for the Administration of Instruction in Health, Physical Education and Recreation, adopted by the State Board of Education on December 9, 1947, there is a statement which reads:

"Pupils participating in the interscholastic athletic program shall be required to take physical education in regular classes."

Vocational Education

VOCATIONAL EDUCATION SERVICES IN THE PUBLIC SCHOOLS

Since the passage of the Smith-Hughes Act by Congress in 1917, additional acts have included vocational education programs. The Smith-Hughes Act of 1917 included only agriculture, home economics and trade and industry. The George-Dean and George-Barden Acts included distributive education (a phase of business education) and occupational information and guidance. In addition to these services, other vocational education services have been offered to the public schools.

On September 1, 1947, Montana organized its first institutional on-farm training program for veterans of World War II. This was possible by a contract between the State Board of Education and the Veterans Administration. The cost of this program is paid entirely from Veterans Administration funds.

Federal and State funds are appropriated to reimburse in part the salaries of vocational education instructors. The amount of reimbursement depends on the number of vocational departments, number of vocational instructors and the total vocational salaries. The rate and amount of Federal and State reimbursements are shown on charts in this report.

Funds for administration of vocational education in Montana were provided by an appropriation of \$44,013 from the Legislative Assembly in 1949-50.

The legal basis for Montana participation in the benefits of the Smith-Hughes and George-Barden Acts are found in Section 75-4241, which accepts the acts of Congress for promotion of vocational education, and Section 75-4242, which provides for rules and regulations to be adopted by the State Board of Education for the establishment, conduct, and administration of vocational courses.

STATE VOCATIONAL EDUCATION PROGRAM STATISTICS

High School

	1948-49 No. of Departments	1948-49 Enrollment	1949-50 No. of Departments	1949-50 Enrollment
Vocational Agriculture	41	1,736	48	2,042
Home Economics	49	3,245	50	3,115
Trade and Industrial Education	20	1,261	17	1,009
Distributive Education	40	218	10	385
Guidance	0	0	3	320
Adult Vocational Education				
Institutional On-Farm Training	53	1,356	109	3,078
Fireman Training		1,020		608
Rural Electrification		0		175
TOTAL	203	8,836	237	10,732

Citizenship — Leadership Training & Education

	1948-49 Enrollment	1949-50 Enrollment
Future Farmers of America	1,560	1,828
Future Homemakers of America	1,946	1,822
	3,506	3,650

Purpose of Vocational Education

The purpose of vocational education is to provide training, to develop skills, abilities, understandings, attitudes, working habits, and appreciations, and to impart knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. Vocational education is an integral part of the total education program. It makes a contribution toward the development of good citizens, including their health, social, civic, cultural, and economic interests.

The controlling purpose of vocational education, as stated in the Smith-Hughes Act, is "to fit for useful employment." The needs of two distinct groups of people were recognized by stating that the education provided shall be designed to meet the needs of persons over 14 years of age who are preparing for, or who have entered upon the work of various occupations. These training opportunities should not be restricted to young persons who are enrolled in the regular day schools but should be extended to serve all out-of-school youth and adults, both employed and unemployed who are in need of the kinds of training which can be provided best in organized classes.

Further Development of Vocational Education

The office of Education will keep in mind one fundamental idea in considering all questions involving the use of George-Barden funds. This idea is that these funds were intended primarily "for the further development of vocational education." In the report of the House Committee on Education, appears this statement: "The purpose of this bill is to stimulate the extension of the program of vocational education in communities that are not now adequately served with such programs***. It is further expected that these funds will gradually increase the amount of State and local funds that will become available for vocational education."

VOCATIONAL AGRICULTURAL EDUCATION DIVISION

The complete program of vocational agricultural education includes the all-day program students, young out-of-school farmers and adult farmer education. Following is a brief explanation of these three phases of the agricultural education program as they are carried out in Montana:



Conrad F. F. A. Prize

(I) All-day class instruction. The all-day class instruction is primarily made up of agricultural science, farm mechanics, supervised farming and Future Farmers of America Leadership — Character, Education and Training. However, these four parts of the all-day program are integrated to make up the "whole" or the total vocational agricultural education program. The primary purpose of all-day instruction is the development of skills and abilities in young men who are preparing to farm. All-day classes in vocational agriculture are operated as a part of the regular work in high school. The teacher in such classes will be under the direct supervision of the school administrator just as any other regularly employed high school teacher. The purpose of the agricultural

science work in the classroom is to give the student up-to-date information on new agricultural practices and to give him an opportunity for study and research in connection with improved agriculture.

The long-time supervised farm program is for the purpose of giving the student practical experience in agriculture and to assist him in getting established in farming. Each everyday student carries on a supervised farming program in connection with his agricultural course. Here he can carry out the improved practices which he learns about in his classroom work.

The farm mechanics program is for the purpose of training the student in farm mechanics skills so that he can prevent wear and tear on his machinery and also repair it. It also enables him to know about all types of farm machinery and keep up-to-date on new improved farm machines.

The Future Farmer program is primarily a stimulating device which encourages future farmers to progress rapidly in the field of agriculture. It helps to develop character, leadership, citizenship, personality, self-expression, patriotism and farming abilities and skills in farm boys. It seems entirely possible that Montana will have seventy-five to eighty-five vocational agricultural education departments within the next five to ten years. Baker, Belfry, Highwood, Joliet, Jordan and Valier will add departments in 1950-51.

(2) Young Farmer Education. It is the purpose of instruction in young farmer classes to offer an opportunity to out-of-school farm boys who have not entered upon the work of the farm on their own responsibility to attend classes at stated times in order to increase their proficiency in farming and assist them in becoming established in farming occupations. Each teacher of vocational agriculture will work out his own program to meet the individual needs of his pupils and agricultural needs of the community. (Note—The young farmer veteran classes in agriculture, known as Institutional On-Farm Training for Veterans of World War II, have taken the place of any other possible young farmer classes. It is hoped that when the veterans' training program is completed that our regular young farmer classes will become a very definite part of the schools educational program.)

(3) Adult Farmer Education. The purpose of adult farmer classes is to increase the proficiency of persons already engaged in farming. The instruction is intended to help farmers who are already operators and desire to extend their knowledge and secure information on the latest developments and practices in order that they may become more efficient in some particular phase of their farming operations. It is also intended to help those who are interested in preparing themselves for ownership responsibilities. The vocational agricultural teacher's job is largely that of an organizer and discussion leader. (Note—To date, Montana has had only a few adult farmer classes. One of the reasons for this is that during the war Montana had a large number of war training classes for food production and, since then, the vocational agricultural instructor has been busy with the young farmer veterans education mentioned above.)

Teacher-Training in Agricultural Education



F. F. A. Potato Judging

Montana State College is the approved institution for training teachers of vocational agricultural education. Each prospective teacher spends at least six weeks during his senior year practice teaching in one of our vocational agricultural departments. A teacher-trainer at the State College has charge of these prospective teachers during several agricultural education classes during the junior and senior years.

The State College provides a balance of subject matter courses, including soils, livestock, agronomy and farm mechanics, which enables the instructor to adequately assist the students in the all-day farmer and adult farmer classes.

ACHIEVEMENTS OF MONTANA FUTURE FARMERS OF AMERICA

	1948-49	1949-50
F. F. A. Membership	1,560	1,828
Number of supervised farm programs	1,560	1,828
Number of members who participated in production of food	1,353	1,628
Number of members who increased the size of their farming programs	793	988
Number of members who used improved livestock practices	743	874
Number of chapters engaging in organized livestock loss prevention work	19	31
Number of chapters cooperating with other groups	41	48
Number of members provided experience in cooperative effort	1,132	1,374
Number of servicemen assisted by chapters to become readjusted to farm life	395	
Number of chapters that repaired and/or reconditioned farm machinery	32	38
Does State Association have a safety program in operation?	Yes	Yes
Number of chapters engaging in organized conservation work, (with soils, water, trees, protection of wild life, prevention of forest fires, vital materials, etc.)	25	35
Number of members who repaired farm buildings and/or equipment	763	862
Number of chapters having libraries of F. F. A. books	36	47
Did the State Association hold a public speaking contest?	Yes	Yes
Number of chapters holding a public speaking contest	27	32
Did all chapters have a written continuing program of work?	Yes	Yes
Number of chapters having definite continuing written program of work	38	47
Number of chapters preparing publicity material regularly	30	36
Number of chapters that have prepared and given one or more radio programs	11	23
Total number of chapters within the State visited by State boy officers during the past year	41	48
Number of Association members attending last National F. F. A. convention	117	36
Number of members who purchased U. S. Government bonds and stamps	108	158
Number of members carrying out definite thrift practices	515	719
Number of chapters holding regular meetings	39	46
Did the State Association hold a Convention?	Yes	Yes
Held in Bozeman—Delegate attendance	82	94
Total attendance	392	450
Number of chapters that stimulated members to improve their scholarship	41	48
Number of chapters that provided supervised recreation	41	44
Number of members who participated in supervised recreation activities	964	1,412
Total amount actually invested in farming by active members as of January 1 of this year	\$876,460.82	\$712,476.32
Do recognized teacher-training departments operate Collegiate F. F. A. chapters?		Yes
Name and location of each Collegiate chapter in operation	M. S. C., Bozeman, Mont.	
Collegiate Chapter Membership	40	40



Vocational Agriculture Building—Worden

VOCATIONAL AGRICULTURE
REIMBURSEMENTS — 1948-49—1949-50

School	Federal Reimbursements		State Reimbursements	
	1948-49	1949-50	1948-49	1949-50
Absarokee	\$.....	\$ 949.05	\$.....	\$.....
Bainville .....	.....	.....	.....	684.00
Belgrade	929.60	1,111.15	.....	.....
Belt	1,108.64	1,029.75	.....	.....
Big Sandy	1,260.00	1,152.20	.....	.....
Big Timber	1,680.00	.....	.....	1,470.60
Billings	1,640.00	1,020.66	.....	355.89
Bozeman	1,260.00	1,181.60	.....	.....
Bridger	1,067.50	1,107.40	.....	.....
Browning	1,232.84	1,102.20	.....	300.00
Cascade	680.00	785.55	.....	.....
Charlo .....	.....	949.05	.....	.....
Chinook	1,003.20	917.90	.....	.....
Choteau	1,260.00	1,107.40	.....	.....
Conrad	1,480.00	1,167.95	.....	234.25
Corvallis .....	.....	965.40	.....	300.00
Culbertson .....	.....	.....	.....	684.00
Deer Lodge	1,600.00	1,153.50	.....	300.00
Dillon	1,600.00	1,299.60	.....	.....
Fairfield*	1,728.00	693.92	.....	215.58
Fairview	1,080.00	799.60	.....	.....
Fort Benton	1,299.48	867.95	.....	300.00
Fromberg	940.00	965.40	500.00	300.00
Glasgow	940.00	1,358.10	500.00	.....
Hamilton	1,160.42	1,207.95	.....	.....
Harlem .....	.....	1,107.40	.....	.....
Harlowton	1,191.20	1,262.25	500.00	300.00
Hinsdale	700.00	672.65	500.00	300.00
Hobson	1,125.00	922.70	.....	.....
Kalispell	2,420.00	2,747.20	1,000.00	300.00
Lewistown	1,110.00	1,333.80	500.00	253.10
Livingston .....	.....	747.35	.....	300.00
Malta	1,480.00	1,361.15	.....	.....
Manhattan	1,366.12	1,264.05	.....	.....
Medicine Lake	940.00	999.60	500.00	300.00
Miles City	1,934.80	1,071.15	.....	.....
Missoula	1,309.70	968.80	138.30	300.00
Polson	1,312.40	1,132.70	.....	.....
Ronan	1,195.20	1,333.80	.....	.....
St. Ignatius	1,216.00	649.05	.....	300.00
Sheridan	1,036.64	893.65	.....	.....
Sidney	1,224.96	1,152.90	.....	.....
Simms	1,200.00	1,453.50	500.00	.....
Stanford	1,440.00	999.60	.....	300.00
Stevensville	1,080.00	1,153.50	500.00	300.00
Twin Bridges	1,072.00	865.60	.....	.....
Whitehall	1,480.00	797.15	.....	300.00
Worden	1,190.00	1,266.35	500.00	300.00
Totals	\$51,937.90	\$49,049.18	\$5,638.00	\$8,697.42

*Includes a \$96 overpayment in 1948-49

**SUPERVISED FARMING PROGRAM
VOCATIONAL AGRICULTURAL EDUCATION**

1949-50
STATE OF MONTANA

Productive Enterprise Projects	No. of Depts.	No. of Projects Completed	Total Receipts	Total Charges	Net Profit	Sel. Labor	Total Income
SWINE							
Swine Fattening	25	156	\$ 46,267.39	\$ 32,706.95	\$ 13,560.44	\$ 2,252.12	\$ 15,812.56
Swine Sow & Litter	25	118	54,138.46	39,142.22	14,996.24	2,909.60	17,905.84
BEEF							
Breeding Bull	4	4	1,800.00	1,064.09	735.91	25.25	761.16
Baby Beef	13	53	20,369.13	11,001.72	9,367.41	659.85	10,027.26
Beef Steer	32	190	134,150.03	106,370.98	27,779.05	3,017.89	30,796.94
Breeding Beef	34	199	113,287.95	81,782.37	31,505.58	2,417.85	33,923.43
DAIRY CATTLE	31	135	64,937.90	49,027.89	15,910.01	4,082.37	19,992.38
SHEEP							
Sheep Breeding	11	30	16,946.55	12,662.65	4,283.90	1,051.85	5,335.75
Sheep Fattening	16	37	16,435.94	12,676.74	3,759.20	675.10	4,434.30
HORSES							
WINTER WHEAT	10	19	7,112.19	6,309.70	802.49	102.05	904.54
SPRING WHEAT	29	126	107,843.54	42,602.49	65,241.05	3,162.01	68,403.06
SMALL GRAINS							
Oats	15	30	12,776.71	7,288.59	5,488.12	756.00	6,244.12
Flax	4	5	971.70	398.85	572.85	65.15	638.00
Barley & Corn	27	66	25,608.04	10,985.05	14,622.99	1,289.00	15,911.99
POTATOES	18	47	19,886.80	8,478.89	11,407.91	1,527.07	12,934.98
GARDEN	34	87	18,191.31	9,955.88	8,235.43	2,258.87	10,494.30
SUGAR BEETS	12	33	28,474.43	17,219.99	11,254.44	1,401.72	12,656.16
ALFALFA	13	28	13,628.28	6,140.72	7,487.56	1,005.05	8,492.61
MISCELLANEOUS							
Rabbits	6	6	725.06	718.36	6.70	148.70	155.40
Honey Bees	3	3	217.20	144.18	73.02	16.73	89.75
Miscellaneous	3	69	11,922.41	8,810.59	3,111.82	782.90	3,894.72
SUMMER FALLOW	2	9	4,118.85	1,678.13	2,440.72	191.20	2,631.92
POULTRY	34	109	26,025.74	18,183.44	7,842.30	2,327.75	10,170.05
Total	409	1,579	\$758,984.93	\$489,181.08	\$269,803.85	\$32,497.38	\$302,301.23

Total Investment in Farming
for all Departments

\$712,476.32



Institutional On-Farm Training

GROWTH OF PROGRAM SINCE INCEPTION

	July 1, 1948	July 1, 1949	July 1, 1950
Centers in Operation	30	30	109
Number of Instructors	36	83	173
Total Student Enrollment	657	1,356	3,078
Monthly Tuition Rate	\$ 27.48	\$ 25.37	\$ 27.78
Monthly Cost of Program	\$18,054.36	\$34,401.72	\$85,506.84

From the inception of the program in 1947 through June 30, 1950, the Veterans' Administration has paid the State of Montana \$1,005,502.26 to defray the costs of instruction in the State. To date, 3,653 farm veterans have received or are currently pursuing training. Of this number, 678 have completed their training course or have interrupted training because of changes of occupation, movement out of the State, or inability to meet the requirements of the training program.

Requests for approval to organize and conduct the program are being received by the Department of Vocational Agricultural Education almost daily, and new schools or additional classes are being organized every month. During World War II, approximately 20,000 men were inducted into the service from rural areas in Montana. In all probability most of these men returned to the farm, and so are eligible for training in the program. It would appear that much remains to be done in meeting the educational needs of these men throughout the State.

INSTITUTIONAL ON-FARM TRAINING

The Institutional On-Farm Training Program is an out-of-school educational program for veterans of World War II who are engaged full time in the occupation of farming. It is sponsored by the State Board of Education under the provision of a contract executed between the State Board and the Veterans' Administration as authorized by Public Law 377 of the United States Congress. The State Department of Vocational Agricultural Education has been designated as the training agency and is responsible for the administration of the program.



State Farm Mechanics' Contest at Bozeman

vidual case according to the needs of the veteran; (3) to determine if the farm is properly equipped to give the training desired, that the size and quality of the farm are such that it will be a satisfactory training facility, that the course meets the needs of the individual veteran, that the veteran is assured control of the farm until the completion of his course, and that the farm plus the course of instruction will occupy the full time of the veteran; and (4) to review the progress of the trainees at regular intervals during the course of the program.

Trainees are classified in two categories according to status: Type A—veterans who have operative control of their farms either through ownership, lease or rental agreement, or partnerships; and Type B—veterans who are employed by a farmer-trainer.

Organization of the program in a school necessitates approval of the facilities and completion of an agreement with the State Department of Vocational Agricultural Education. All high schools in the State have been given blanket approval by the State Superintendent of Public Instruction at the direction of the State Board of Education. Other public schools wishing to participate in the program are approved subject to examination of the facilities by personnel from the State Department of Vocational Agricultural Education.

The program is financed entirely by the Federal Government through the Veterans' Administration by means of the contract in which a tuition rate is established on a student-month, actual cost basis. This contract is renegotiated on November 1 of each year.

The objectives of the program are: (1) to provide the best possible agricultural training through classroom instruction and supervision of the individual veteran on his farm; (2) to aid the veteran in the development of his farm facility toward the end that it will provide a reasonable living for the veteran and his family, at least by the end of the training period.

In attaining these objectives each veteran must attend a minimum of 200 hours per year of instruction in the classroom of the local school. The classroom course of study is outlined by the instructor, the veterans, and the advisory committee. It is designed to meet the problems and training needs of the veterans as these needs exist in each community, and includes study in the following areas:

Farm Crops
Livestock and Poultry Production
Farm Mechanics
Food Processing and Preservation
Soil Management and Conservation
Farm Management

In addition to classroom study the instructor responsible for conducting classroom work is required to visit the farm of each veteran enrolled in his class and provide instruction keyed to the individual needs of the veteran and his farm situation. The instructor is required to provide at least 50 hours per year of instruction on the farm with at least one farm visit per month.

Actual operation and supervision of the program are carried out by public schools and local advisory committees. These committees are appointed by the local school board and are comprised of five or more members. Membership usually consists of prominent farmers, businessmen and educators in the local community, or in counties where U. S. D. A. Councils are active, these groups are asked to serve.

The responsibilities of the advisory committees are: (1) to approve or disapprove the veteran's farm situation as an economic unit; (2) to determine the length of the training period in each indi-

Instructors for the program are employed by the local schools subject to approval by the State Department of Vocational Agricultural Education. They must have teaching certificates and are subject to all state and local regulations affecting teachers. To qualify for the position they must have: (1) a B.S. degree in agriculture; or (2) 60 semester hours of technical agricultural training; or (3) three years experience as county agent; or (4) three years experience as supervisor or assistant supervisor of the Farmers Home Administration. In addition they should be familiar with local farming conditions and practices.

Any veteran of World War II, who has served more than 90 days with at least one day of service prior to July 25, 1947, is eligible for training, provided: (1) that he was honorably discharged from the service; (2) that he is gainfully occupied in the occupation of farming; (3) that his farm facility is adequate to provide the training needed; (4) that he is not already qualified by training or experience for the course objective; (5) that the farming situation plus the training program will occupy his full time; and (6) that his entitlement has not already been exhausted by previous training.



Huntley Project Vo-Ag.

Vocational Agriculture students and young farmer veterans observing lambs which have been fed out by the Future Farmers of the Huntley Project Chapter, Worden, Montana. This is a new type of project in the experimental stage and carried on by the Future Farmers Chapters of the Midland Empire area. Adult farmers are extremely interested in this project and participate in all of the Future Farmers tours to the young feeders' farms.

INSTITUTIONAL ON-FARM TRAINING PROGRAM FOR VETERANS OF WORLD WAR II

SCHOOL	Classes	1948-49		Classes	1949-50	
		Enrollment			Enrollment	
Absarokee	1	15		2	33	
Antelope	—	—		1	20	
Augusta	—	—		1	17	
Baker	—	—		3	47	
Belfry	—	—		1	17	
Belgrade	1	15		1	16	
Belt	1	13		1	17	
Big Sandy (May 1949) 1 student—discontinued until January, 1950						
Big Sandy				2	37	
Big Timber	2	39		3	60	
Billings	1	16		2	32	
Birney	2	16		1	19	
Birney discontinued Sept. 30, 1949, and at that time had two half-time instructors.						
The school started again January 1, 1950.						
Box Elder	—	—		2	39	
Bozeman	2	30		3	51	
Bridger	1	19		2	33	
Broadus	2	28		2	26	
Broadview	—	—		1	14	
Browning	5	92		5	88	
Butte	1	11		1	19	
Cartersville	2	33		2	32	
Cascade	—	—		1	15	
Charlo	1	19		1	20	
Chinook	2	34		2	38	
Choteau	1	18		1	17	
Circle	—	—		3 (1 half-time instructor	44	
Columbus began July 1, 1949				1	18	
Conrad	—	—		2	38	
Corvallis	—	—		1	18	
Craig	—	—		1	12	
Culbertson	—	—		1	18	
Cut Bank	—	—		2	38	
Deer Lodge	3	55		3	44	
Dillon	1	17		1	16	
Ekalaka	—	—		4	62	
Ennis	—	—		1	16	
Eureka	—	—		1	14	
Fairfield	2	31		2	38	
Flaxville	—	—		1	19	
Forsyth	2	36		2	33	
Fort Benton	—	—		1	20	
Frazer	1	14		1	17	
Fromberg	2	36		2	34	
Glasgow	1	19		3	56	
Glendive	—	—		2	33	
Hamilton	2	36		2	36	
Hardin	2	32		3	53	
Harlem	—	—		3	56	
Harlowton	1	18		2	39	
Harrison	—	—		1	17	
Helena (started June 1, 1950)	—	—		1	10	
Helenville	—	—		1	16	
Hingham	—	—		1	18	
Hinsdale	—	—		1	20	
Hobson	—	—		1	16	
Hogeland (started June 1, 1950)	—	—		1	11	
Hot Springs	1	18		2	35	

SCHOOL	Classes	1948-49		Classes	1949-50	
		Enrollment			Enrollment	
Hysham	1	19		2	34	
Jackson	—	—		1	16	
Joliet	1	16		1	18	
Joplin	—	—		1	19	
Jordan	1	16		2 (1 half-time instructor)	33	
Kalispell	2	36		2	40	
Kirby	—	—		1	19	
Lewistown	1	15		1	16	
Livingston	1	18		2	37	
Lodge Grass	1	16		2	33	
Malta (started July 1, 1949)	1	16		3	55	
Manhattan	1	18		1	17	
Medicine Lake	—	—		1	20	
Miles City	2	25		3	45	
Missoula	1	20		2	32	
Moore	—	—		1	16	
Noxon (Formerly Thompson Falls)	—	—		2	30	
Opheim	—	—		2	37	
Park City	—	—		1	17	
Peerless	—	—		1	17	
Plevna	—	—		1	16	
Polson	3	56		3	57	
Powderville	1	11		1	10	
Power	1	24		1	21	
Redstone (started June 1, 1950)	—	—		1	20	
Roberts	3	40		3	48	
Ronan	3	53		3	59	
Rosebud (transferred to Cartersville May 31, 1949)						
Roundup	—	—		1	15	
Roy	1	11		1	12	
Rudyard	—	—		1	9	
St. Ignatius	1	19		1	20	
Saco	—	—		1	18	
Scobey	—	—		2	38	
Sheridan	—	—		1	12	
Sidney	1	3		1	18	
Simms	1	19		1	18	
Stanford	1	18		2	26	
Stevensville	2	41		2	37	
Superior	—	—		1	16	
Terry	1	20		1	17	
Three Forks	—	—		1	18	
Thompson Falls	1	16				
(Schools transferred to Noxon, Dec. 1, 1949)						
Townsend	2 (1 part-time)	26		2 (1 part-time)	26	
Troy	—	—		1	17	
Turner	—	—		1	17	
Twin Bridges	1 (1 Vo-Ag. Instructor)	3		1	3	
Valier	—	—		2	34	
White Sulphur Springs	—	—		1	16	
Whitehall	2	31		2	33	
Whitewater	—	—		2	33	
Wilsall	—	—		1	22	
Worden	2	40		2	36	
Wolf Point	—	—		3	56	



Missoula High School

Homemaking Department

SCOPE OF THE PROGRAM

	1949-50
Number of courses	110
Number of teachers	128
Number pupils in vocational programs	3,000
Number pupils in non-vocational programs	4,000
Schools having adult classes	9
Number of adult classes	24
Enrollment	542

Although the State Supervisor of Home Economics Education is officially a member of the Vocational Education Division, every effort is made to serve non-vocational or non-reimbursed departments and vocational or reimbursed departments impartially. The total enrollment in the Vocational departments for 1949-50 was approximately 3,000 and about 4,000 in the non-vocational.

The reimbursed or vocational programs are those which receive federal and/or state aid for their homemaking programs. In a great many cases, the quality of instruction, and standards of equipment, etc., are equally as good in non-reimbursed as in reimbursed departments.

Federal Funds used for reimbursing Montana secondary homemaking programs are provided by the George Barden Act of 1946. Those for Adult classes are provided by the Smith Hughes Act of 1917. George Barden Funds may be used for Adult classes but they haven't been so far. Thus, high school programs receiving vocational education funds are referred to as reimbursed or vocational programs.



Missoula High School

each home represented in a homemaking class may

Pupils in reimbursed homemaking programs completed more than 4,000 home projects in 1949-50. Records from 1948-49 are not available. Records of home projects carried out in the non-reimbursed department are not complete so are not given in the table that follows.

Examining the home projects table it is noted that 456 Home Improvement projects are listed. Thus, 456 pupils improved their house or yard. One girl made new curtains for her home. A boy tied the springs and re-upholstered the living room furniture. Many other different types were carried out.

An example of the integration of class activities with home experiences is well described by a portion of a report made by Chinook High School:

"The Homemaking Economics I girls had some very worthwhile experiences in meal preparation during the first semester. We finished our breakfast unit just before Christmas vacation. Many of the girls live in the country and room and board in town, while going to school, so the problem was: how could they put into practice what they learned in class? After discussing it together, they all decided they would like to prepare breakfasts at home during vacation. We took time in class so each girl could plan well-balanced breakfast menus. I checked them all and then the girls made any necessary changes. The breakfasts were planned according to the likes of the family, as to light, medium, and heavy."

All homemaking programs are vocational in that preparation for the vocation of homemaking is the chief objective of all homemaking education. The two other basic aims of the program are: to help boys, girls, men and women to become better family and community members; and to interest students in professions in the field of Home Economics.

The content of Homemaking Education covers: selection, preparation, serving, conservation and storage of food for the family; selection, care, renovation, and construction of clothing; care and guidance of children; selection and care of the home and of its furnishings; use and conservation of home equipment; maintenance of health; home care of the sick, including first aid; selection and purchase of food, clothing, equipment, and furnishings; management of human and material resources available to the home; and maintenance of satisfactory family relationships.

During 1949-50, 103 boys were enrolled in homemaking classes. The majority of these students were in segregated classes for boys, however, two schools offered mixed classes with a total enrollment of 38.

Home projects (home experiences) are essential to the homemaking curriculum. Pupils select a project to work on which will benefit themselves, their home, family, or community and work on it with the help of the homemaking teacher and the family. Other outside help may be secured when needed. In this way, may be directly benefitted.



PROJECTS COMPLETED 1949-50 *

Classification of Projects	No. of Projects Completed
Care and Guidance of Children	261
Consumer Buying	159
Family and Social Relationships	137
Health and Home Care of the Sick	57
Home Improvement	456
Homemaking Problems that cut across several areas	238
Home Management	121
Joint Projects with Pupils in Agriculture	4
Joint Projects with Pupils in Dis-tributive Education	6
Laundering	100
Personal Grooming	335
Food for the Family	820
Gardening	41
Selection, Care, and Renovation of Clothing	1,035
Unclassified	343
TOTAL	4,113

Another integral part of the homemaking program is the Future Homemakers of America Organization. The F. H. A. is a national incorporated youth organization for boys and girls who are enrolled in or have been enrolled in homemaking. The American Vocational Association and the American Home Economics Association share the sponsorship of the Association with the Home Economics Division of the U. S. Office of Education. The State Supervisor of Home Economics is the official State Adviser. Also for the first time in the history of the organization, a Montana member, Jo Ann Lathrop, Miles City, has won the American Homemaker Degree. Another first for the Montana Association was the election of a National Officer. At the National Convention held in Kansas City June 28 through July 1, Connie Bernet, Helena, was elected Pacific Vice President. The number of members earning chapter and junior Homemaker Degrees increased 100 per cent.

The National Meeting was attended by ten state officers and ten elected delegates—one each from each of the ten districts, six local chapter advisers, Homemaking teachers, one teacher trainer, Miss Gertrude Roskie, a member of the National and State Advisory Boards, and the State Adviser.



F. H. A. Billings High School

*1 Records incomplete. All reports are not in.

Three Annual State Conferences for Homemaking teachers were held during the biennium.



Helena High School

at both institutions and assisted with a job clinic at the University. The Pacific Regional Conference for State Supervisors and Home Economics Teacher Trainers was attended by the Montana group both years. Other meetings attended annually by the State Supervisor are: Montana Education Association; Montana Home Economics Association; Montana School Administrators Association; Future Farmers Banquet Meeting; School Administrators Conference called by the State Superintendent of Public Instruction; and Montana School Health Commission.

Approximately one-third of the 110 schools offering homemaking were visited at least once by the State Supervisor. Twenty-six additional departments were visited by the teacher trainers at Montana State College and Montana State University.

Montana Homemaking Education Needs

The Home Economics Supervisor suggests that there be improved interpretation of the Home Economics Program, clarification of policies concerning the School Lunch Program, a realistic view of jobs for young teachers, a continuation of curriculum study, improvement of Student Teacher Centers, the expansion and further development of the adult program in Homemaking, improvement of space and equipment used for Homemaking Instruction, establishing the place of Homemaking Education in the Life Adjustment Program, extending Homemaking Instruction to mixed groups, extra curricular responsibilities of Homemaking teachers, and development of college curricula that more adequately prepare Homemaking teachers.

In addition to the above stated needs it is readily recognized that increased effort should be placed on the home experience program and that all Homemaking teachers could carry on a more effective home experience program if they were employed at least ten months a year. Approximately one-third of the homes represented in reimbursed departments were visited by the homemaking teacher. The goal should be 100 per cent for **all** departments.

Federal teacher-training funds provided by both the George Barren and Smith-Hughes Acts are used in the pre-service teacher training programs. The salaries of teacher trainers and workshop leaders for Home Economics Education were reimbursed fifty per cent this year. Also the State Supervisor assists the colleges by acquainting them with the need for and needs of homemaking teachers in the state.

The summer of 1949, the State Supervisor assisted with a Home Economics curriculum workshop held at Montana State College and similar assistance will be given July 17 through August 3, 1950. During 1949-50, the supervisor has spoken to college classes



Home Economics Project—Corvallis



Home Economics Project—Glasgow

**SUMMARY FINANCIAL AND ENROLLMENT REPORT OF REIMBURSED DEPARTMENT
1948-49 and 1949-50**

School	Enrollment		Amount of Reimbursement	
	1948-49	1949-50	1948-49	1949-50
Absarokee	23	20	\$ 210.00	\$ 581.28
Beaverhead County High	45	60	722.10	832.45
Belgrade	13	24	590.00	576.97
Belt	22	22	412.50	667.39
Big Fork	57	38	995.40	1,033.38
Big Sandy	42	35	794.25	385.05
Browning	52	56	562.80	615.44
Charlo	49	45	582.90	502.34
Chinook	40	69	765.00	843.07
Choteau	43	34	641.25	602.80
Conrad	43	27	626.40	828.86
Corvallis	—	39	.....	614.86
Culbertson	18	21	402.15	504.49
Custer County High	81	125	945.00	814.65
Fairfield	53	42	562.50	628.64
Flathead County High	118	210	982.50	1,007.55
	96	.....	864.90	864.02
Forsyth	42	34	915.00	640.70
Fort Benton	34	33	582.90	594.28
Gallatin County High	62	139	843.00	1,108.30
	75	.....	966.00	814.64
Glasgow	90	86	870.00	834.17
Glendive (Dawson County)	102	106	750.00	775.04
Hamilton	72	87	402.15	662.40
Harlem	71	32	585.60	538.22
Harlowton	34	38	789.00	730.20
Havre	73	140	695.84	861.15
	52	.....	695.84	529.94
Helena	60	129	939.00	947.27
Laurel	71	67	798.00	862.87
Libby	35	34	583.49	568.62
Malta	46	48	663.21	795.76
Manhattan	32	32	650.25	643.27
Medicine Lake	39	31	960.00	853.97
Missoula	252	287	870.00	818.09
	147	.....	990.00	165.35
			.....	843.93
Park County High	108	102	1,079.50	1,166.61
Plains	51	45	744.00	762.40
Plentywood	40	29	840.00	689.64
Polson	73	98	861.60	912.24
Poplar	45	.....	742.50	.....
Ronan	59	57	648.75	643.28
Roundup	—	37	.....	602.80
St. Ignatius	46	41	567.00	663.09
Scobey	45	35	624.75	606.39
Shelby	80	82	518.58	477.75
Sheridan	18	15	710.41	657.82
Sidney	79	75	825.00	886.98
Stevensville	46	40	552.53	598.90
Sweet Grass	54	58	747.00	667.99
Thompson Falls	69	24	632.70	576.97
Twin Bridges	25	23	615.78	569.65
Whitefish	90	49	562.80	555.33
Whitehall	101	29	686.25	625.05
Wolf Point	32	43	783.00	534.66
TOTAL	3,245	3,115	\$38,368.78	\$38,688.96

TOTAL 1948-49 and 1949-50 \$77,057.74



Cut Bank High School

Trade and Industrial Education operates as a part of the Vocational Education Program, and funds for its support are obtained under the Smith-Hughes and George-Barden Laws. The receipts under the Smith-Hughes Law are \$8,000 plus a proportionate share of \$10,000 (divided between agriculture, home economics and trade and industrial education) of teacher-training funds. The George-Barden Law has provided a total of \$40,000 a year for the past two years for Trade and Industrial Education.

The money is spent to operate programs of Trade and Industrial Education and to reimburse local high schools having trade and industrial education departments.

The program of Trade and Industrial Education is designated to provide training for two groups of people. The first is the pre-apprentice, pre-employment type of training for in-school youth. The second is out-of-school supplementary training for employed people. The last group includes related instruction for apprentices, trade extension for journeymen, and supplementary training for those in service occupations.

Every effort is made to assist local schools with whatever problems they have in the operation of trade and industrial education programs. In-service teacher-training sessions are held. Each department is visited two or three times a year. Schools are assisted in securing qualified instructors. Some help is given in organization of apprentice programs.

APPRENTICESHIP TRAINING

The term "apprenticeship training" is used to denote the instruction given to apprentices during their apprenticeships. It is assumed that an apprentice is a person at least sixteen years of age who is covered by a written agreement with an employer, or an association of employers or employees acting as agent for an employer, and approved by the State Apprenticeship Council or other authority and further that such agreement provides for not less than 4,000 hours of reasonably continuous employment for such person, for his participation in an approved schedule of work experience through employment and for at least 144 hours per year of related supplemental instruction. From this it is apparent the instruction given an apprentice has two parts. There is instruction on the job by the employer and supplemental off the job instruction by local public schools, correspondence schools or other means. Apprenticeship training covers all bona fide apprentices who are registered with the State Apprenticeship Council or other authority.

Periodic inspections are made by the Apprenticeship Council, or other authority, of the employers business to determine if the facilities and on the job instruction does provide adequate on the job training. The supplemental instruction is the sole responsibility of the

Trade and Industrial Education

Apprenticeship Training

REA Safety Training

Fireman Training



Auto Mechanics—Cut Bank

local and state boards for vocational education. The extent of the training in Montana is difficult to determine. As of June 30, 1950 there were 1,401 apprentices registered with the Montana State Apprenticeship Council. However, we know there are many apprentices in the state who are not registered with the Council. So far we have no way of determining the exact number. Since the apprentices are out of school youth and are employed they are considered to be adults and the supplemental instruction is definitely classed as adult education.

Duties of State Supervisor of Apprenticeship Training

He visits apprentices and employers in an endeavor to secure related instruction for apprentices in classes or through correspondence study or other means.

He works with the Montana Apprenticeship Council and the representatives of the U. S. Department of Labor and the Veterans' Administration in operation of the training program.



He assists local administrators, co-ordinators, and joint committees in the organization and operation of apprenticeship classes.

The major problem at the present time is that of financing the related instruction for apprentices. The Adult Education Law which would seem to take care of the matter is not working well in Montana. The special election required each year is costly and does not meet with favor. It would seem the levies for Adult Education should be made on the same basis as is used to provide funds for Secondary Education.

REA JOB TRAINING

A cooperative program with the Montana State Rural Electric Co-operatives Association has met with unusual favor and a total of 174 employees have received 42 hours of training during the last year.

This program was added to the staff of the State Superintendent of Public Instruction in 1949.



R. E. A. Training Program

to do in case of fallen conductors, broken insulators, etc. Those taking part in the sessions are usually the employees, including line men, ground crews, and engineers. Before any hookup can be made from the ranch to the power line, all wiring must pass inspection. Some REA Cooperatives in Montana require more stringent regulations than even the national standards.

The Supervisor reports that there have been no deaths from accidents in Montana REA plants and lines since 1947, and he also reports that because of a lack of accidents there has been a reduction in accident compensation rates. Accidents occur mostly from the failure of employees to wear and use protective equipment provided.

VOLUNTEER FIREMAN INSTRUCTORS

Another duty of the Supervisor of Trade and Industrial Education concerns organized instruction for employed and volunteer firemen. One fireman instructor carried on the training during 1948-1949. A second instructor was added for the year 1949-1950. Instruction has been given to 1,020 firemen in this two-year period. These two men visit volunteer departments in the State and conduct drills in schools where requested to do so.



Fireman Training—Polson

The service was added to the Department because of a demand on the part of REA Cooperatives in Montana for specific training in safety and job training for those maintaining and operating the plants. The service is maintained through funds from the State Department, together with contributions from the Cooperatives. The Cooperatives contribution amounts to 20c per connected member.

At the present time, there are 21 cooperatives operating in Montana with several more in the process of being formed. On June 30, 1950, these cooperatives were serving 23,129 members. 174 employees received training during 1949-1950.

The supervisor's work in this field is in the classroom and in the field. In the classroom the use of various safety tools used in working on the lines are explained and demonstrated. There are 56 key jobs in the electrical line work. These include such items as setting a pole, hanging transformers, installing a meter, etc. These various jobs are broken down in the classroom shop and then the members of the class go into the field to demonstrate what they have learned. The use of live line maintenance tools is an important feature of this course. Most cooperatives are equipped to make routine line repairs without interrupting the service; that is, with the line "hot."

Many times the safety trainer is called upon to meet with farmers and other users on what

to do in case of fallen conductors, broken insulators, etc. Those taking part in the sessions are usually the employees, including line men, ground crews, and engineers. Before any hookup can be made from the ranch to the power line, all wiring must pass inspection. Some REA Cooperatives in Montana require more stringent regulations than even the national standards.

The Supervisor reports that there have been no deaths from accidents in Montana REA plants and lines since 1947, and he also reports that because of a lack of accidents there has been a reduction in accident compensation rates. Accidents occur mostly from the failure of employees to wear and use protective equipment provided.

**Enrollment and Reimbursement of Vocational Trade and Industrial Education Schools for the
Fiscal Years Ending June 30, 1949 and June 30, 1950**

	Day	Trade	Diversified	Evening	Total	Day	Trade	Diversified	Evening	Total		
	Enrollment						Reimbursement					
	1948-1949			1949-1950			1948-1949			1949-1950		
Anaconda High		33		33						\$ 875.25	ts	
Billings Sr. High	42			42	47			47		2,835.00	3,195.00	
Butte High	54	56	298	408	62	61	125	248		6,150.38	4,916.25	
Cut Bank High	27			27	34			34		1,575.00	1,653.75	
Custer Co. High	28	25		53	24			24		1,459.28	1,230.00	
Fergus Co. High		21		21		38		38		1,383.75	984.38	
Flathead Co. High		25		25						748.12		
Gallatin Co. High ..	42	38		80	42			42		2,871.72	1,566.00	
Glasgow High	18	29		47	25	19		44		2,893.42	3,121.42	
Great Falls High ..	23		210	233	30		227	257		4,112.55	5,512.50	
Hardin High	19			19	18			18		765.00	807.75	
Havre High	35	15		50	29	16		45		1,891.50	2,082.00	
Helena High	83			83	77			77		7,038.00	6,889.50	
Laurel High	27			27	22			22		1,480.50	1,633.50	
Libby High		11		11		19		19		691.39	447.00	
Malta High		27		27						1,060.71		
M. S. C.	17			17	23			23		1,800.00	1,478.25	
Park Co. High	36			36	31			31		1,485.00	1,660.50	
Shelby High	12			12	15	9		24		891.96	1,452.86	
Sunburst High	10			10	16			16		925.70	885.94	
TOTAL	461	292	508	1,261	495	162	352	1,009		\$42,934.23	\$39,516.60	

Occupational Information and Guidance

Guidance is defined as those services designed to give systematic aid to students in making adjustments to various problems they must meet—educational, vocational, health, moral, social, civic, and personal. Guidance may also be defined as those services which function in helping the individual to acquire the knowledges, understandings, attitudes, and the appreciations necessary to become objective, self-reliant, and independent in making decisions. It includes six areas: Individual Analysis, Occupational Information, Counseling, Training, Placement, and Follow-up.

Support

During the first year (1947-48) that Montana had a full-time Vocational Guidance Supervisor, 3.7% (\$4,925) of the George Barden Funds were appropriated for that service. Last year, 4.4% (\$5,950) was assigned. For 1949-50, 7.8% (\$10,530) of George Barden Funds were appropriated for this service. Federal Funds are matched by State and local funds in Vocational Education Departments so that the total amount available was \$21,060. Trends indicate that most states are moving toward 10% of George Barden Funds for Vocational Guidance. This was the indicated objective of plans for 1950-51. The plan, if adhered to, would make Vocational Guidance and Distributive Education equal in financial support.

Reimbursed Programs — 1949-50

School	Amounts
Missoula County High School	\$ 1,230.00
	1,059.71
Fergus County High School	437.50
Wolf Point High School	841.45
TOTAL	\$ 3,568.66

According to plans laid in 1948-49, these programs were reimbursed on the basis of qualified Counselors, geographic location, other vocational education programs, administrative cooperation, an actual guidance program in operation, (according to standards previously enumerated in this report), accrediting, availability of the program for internship of Counselors, and evidence of tenure of administrators and teachers.

Non-Reimbursed Programs — 1949-50

There are an additional twenty-five schools which have outstanding Guidance programs. Over 100 persons are designated as Counselors, with specified time for counseling. These persons include principals, assistant principals, deans of boys, deans of girls, special subject teachers, vocational teachers, and in third-class schools a fair number of administrators. There is an increasing trend toward separation of administrative and counseling duties. Ten of the counselors in the state spend half of their time in guidance activities, but the majority of the group spend two periods per day.

Scope of Supervisor's Activities

Outside of personal consultations the supervisor held Area Conferences on Vocational Counseling and Testing, programs on Guidance and Counseling at District Conventions of the Montana

Education Association, meetings with the Nineteen Member Advisory Committee or its sub-committees on Guidance and Testing, workshops in Guidance and Counseling (for credit) at the summer sessions of Montana State University, Montana State College of Education; eight Area Conferences on Guidance attended by more than 100 Junior and Senior High School teachers and meetings with teacher groups.

Over 100 schools have used 20,000 copies of the Cumulative Guidance Folder for Montana and about the same number also use post-index permanent record cards. Ninety schools use some or all of the materials included in the National Forum's Guidance series for units in adjustment. There is an increasing need for definite and specific assignment for counselors.

Minimum Objectives Which Every School Should Strive to Reach

1. Permanent Records for grades and high schools.
2. Cumulative Guidance Folders for grades 1 through 12 for each pupil.
3. An Occupational Information File containing current material on a minimum of 100 vocations.
4. Adequate number of up-to-date books in the library on Occupational Information.
5. Definite periods set aside for Counseling. A full-time Counselor for every 500 students or proportional time according to school size.
6. A Counselor with at least 15 hours of specialized training in the field, with work experience other than teaching, and with teaching experience.
7. The study of occupations in schools in related subjects, such as Journalism and new Reporting in English, Nursing and Medicine in Chemistry, etc.
8. Six or nine weeks of units taught which are designed to aid in orientation of students at each grade level—such as educational, vocational, health, personal and social. For example: High School Juniors need vocational assistance in understanding their interests, abilities, achievement, and personality in order to select, train for, and enter a vocation.
9. A file or shelf of current College and Trade School catalogues to be used in counseling students about further training.
10. Participation in the Minimum State-Wide Testing Program, supplemented by additional tests tailored to fit the specific needs of the school.
11. Every student counseled at least twice a year regarding the selection of a vocation and other important problems.
12. Activities carried on which are designed to aid in the Guidance Program, such as: Career conferences, films, hobby clubs, bulletin board, talks by employers, talks by workers, case conferences, staff meetings, and Part-Time Cooperative Programs.
13. Follow-up studies in order to:
 - a. Render services to drop-outs, potential drop-outs, and graduates.
 - b. Secure information which will help in finding the value of each subject in the school.
 - c. Obtain information which will help the school to render better services to pupils still in school.
14. In-school surveys carried on for the purpose of discovering the real needs of boys and girls.

DISTRIBUTIVE EDUCATION

During 1948-49 the Distributive Education program was directed without the services of a full-time supervisor. During part of 1949-50 a full-time supervisor was in charge, but upon his resignation the program was again taken over by the supervisor of Occupational Information and Guidance.

Distributive Education is a phase of business education which provides training for persons employed in the distributive occupations of retailing, wholesaling and service trades. It includes

all those occupations followed by workers directly engaged in merchandising activities, or in direct contact with buyers and sellers when distributing to consumers, retailers, jobbers, wholesalers, and others the products of our farms and industries, or when managing, operating, or conducting a commercial service or personal service business, or selling the services of such a business. The training is provided in classes on a part-time basis for those already employed, in or out of school. Those attending school spend approximately half of the school day working, while those out of school may take short units in evening classes or during store time.

Vocational training in the distributive occupations is the most recent development in the field of vocational education. It was not until 1936 that the Federal Government provided any funds to stimulate this type of training, similar to what it had done earlier for agriculture, the mechanic arts and home economics. These funds were provided for in the George-Deen Act of 1936, which provided that the States match the Federal appropriations on a dollar-for-dollar basis.

This recognition in providing public vocational training for distributive occupations was in answer to the increase in the number of workers of distribution and service acts in the country. While in 1870 some 75% of all gainfully employed workers engaged in production activities, at the present time we have almost an equal distribution of workers in production industries and distribution and service activities. These latter amount to nearly nine million persons in the United States and of these 70% are women.

From the promotional angle the state supervisor prepares plans, courses of study and literature on studies and surveys, and investigations on Distributive Education and recommends library books, equipment, and housing for the classes or departments. He studies the conditions of the state and the school facilities of communities to ascertain when and where it is advisable to establish classes of Distributive Education, and counsels with school superintendents and boards of education who wish information regarding the establishment of classes. He shall assist teachers in the preparation of courses of study and other instructional materials and shall be responsible for the promotion and organizations and instruction of evening, part-time cooperative classes in Distributive Education, general continuation programs in office training, and for assistance in non-reimbursable programs in distributive education and office training with vocational objective in all cases except those where these duties are assigned to and completed by local supervisors, coordinators, or properly qualified part-time instructors.

A full-time Supervisor of Distributive Education was again employed by the State Department in September 1950.

Part-Time Cooperative Programs

The following is a list of high schools that have part-time cooperative programs:

Fergus County, Butte, Anaconda, Great Falls, Custer County, Flathead County, Gallatin County, Helena, Havre, Missoula County, Billings, Granite County, Glasgow.

The Division of Occupational Information and Guidance has had varied leadership during the past two years. At the beginning of the biennium the Division was in charge of Truman Cheney. However, in the summer of 1949, Mr. Cheney applied for and was granted a leave of absence to do graduate work towards his doctorate degree. In his absence the State Superintendent secured the services of Ralph Kneeland, who continued to head this division until the fall of 1950, when Mr. Cheney returned. Mr. Kneeland then became an instructor at Western Montana College of Education in Dillon.

The Distributive Education phase of the program was under the leadership of John Sasek until the fall of 1949, when he became the Secretary of the Public Employees Retirement System. Mr. Kneeland took over the work of this service in connection with his other work, until late in 1950, when Laura Nicholson was added to the staff.



Brockton 1950 Model Bus

School Transportation

SCOPE OF TRANSPORTATION

1949-1950

Number of pupils transported by bus	19,479
Number of pupils transported individually.....	6,592
Number of pupils receiving board and room	1,771
Number of school-owned buses	207
Number of contract buses	446

EXPENDITURES FOR TRANSPORTATION

1949-1950

Elementary	\$1,281,274
High School	801,654
By State	(634,260)

Transportation Supervisor



School Safety Patrol—Frenchtown Public School

and greater efficiency in the transportation program. Bus driver training schools are held in counties to promote safety and procedures in handling of groups of school children and the care of the school bus. Very often these hearings result in consolidation of the school effort in the area and a better educational program for the children as well as the elimination of duplication of school programs in small areas.

The Transportation Supervisor and his staff also administer the Indian Education program and audit the claims from school with Indian Education contracts. The Transportation Division is financed from the State Public School General Fund.

Outlook

The future of school transportation can be predicted to be a growing and expanding activity controlled by the development of better roads, demands of school patrons for broader educational opportunities, the willingness of the legislature to expend funds for this service and the confidence that the public has in the efficiency of the program. The cooperation of the State Highway Patrol in this program is very commendable and deserving of high praise.

Transportation Growth

The first law providing for the transportation of school children in the State of Montana was passed by the State Legislature in 1903. Many changes have been made since then until 1941 when the transportation law was entirely revamped and a schedule of reimbursement from county and state funds was set up. In 1949 the Legislative Assembly changed the schedules for transportation reimbursements. Buses were to be reimbursed on the capacity of the bus and miles traveled, individual rates were increased 20%, and the isolated program was increased almost the same amount.

Growth in Transportation Expenditures

1914	\$ 26,636.00	1924	\$ 351,995.00
1915	41,432.00	1926	425,548.27
1916	89,740.00	1928	497,683.14
1917	100,653.00	1938	1,071,281.94
1920	298,038.00	1948	1,711,634.57
1922	434,729.00	1949-50	2,082,927.48

A Supervisor of Transportation on a part-time basis is provided in paragraph (L) of Section 7, Chapter 152, School Laws of 1949. The duties of this office consist of auditing transportation claims for State reimbursement, registering school buses, administering the safety program, the school bus driver training program and acting as adviser to transportation controversies.

The work of this division of the State Department of Public Instruction involves meetings and hearings in communities and counties with school officials and county transportation committees to assist in the solution of duplication problems

This rapid growth of transportation is explained through the consciousness of the responsibility for providing equal educational opportunity. The growth has been rapid and in some cases too rapid for the good of the child. There are hazards involved in transportation due to weather, bad roads and facilities.

Along with this rapid growth has developed a safety program in connection with the operation of school buses. This program originated with the National Safety Council and has resulted in minimum school bus standards which are now the foundations for codes of safety in every state of the United States. The School Bus Safety Regulations have been officially adopted by the State Board of Education in Montana for the regulation of school buses within the State.

Duplications

The administration of transportation is difficult due to the fact that school transportation has grown like "Topsy" and many abuses have crept into the program. On the state level these problems center around the state reimbursement. The state cannot pay twice for the same service. There are several kinds of duplication in transportation. Some times several school buses travel

over the same highway eagerly seeking students for their schools. This is especially common among small schools who must have enough students to meet accrediting standards. Some instances have risen where schools claimed transportation for high school pupils and bus reimbursements for elementary pupils. Such claims are duplication for the same service. The state reimbursement covers all children on the bus routes regardless of whether they are elementary or high schools pupils.



Bitterroot Valley Bus of 1915

County Transportation Committees

A Manual of Administration for School Transportation has been issued by the State Department of Public Instruction. In this manual will be found the procedure for setting up County Transportation Committees. The work of these committees consists of handling transportation disputes within the county and trying to solve them on an equitable basis. The committee has jurisdiction over high school areas for bus routes and thus avoids duplication. The committee also has jurisdiction over individual transportation disputes and the eligibility of the applicants. This committee is composed of the school administrators of the county and school trustees. The minimum membership is five. This is a program to solve local problems on a local level in a democratic manner by the most professional minds in the county.

Importance of Transportation

A school bus manual has been published by the State Department of Public Instruction to promote efficiency in school bus operation and to advance safety programs. Safety and efficiency comprise the two main objectives of the state transportation program. It is only through administration of this type that the transportation program is going to have the support and respect of the public. Transportation must not be considered a luxury or an extravagance, but an essential educational service provided by boards of school district trustees in response to demands of communities and school patrons who want better educational advantages for their children. Parents living in sparsely settled areas want their children to live at home and at the same time want educational opportunities not provided by schools within walking distance. This makes transportation a rural problem. Parents have come to believe that many factors other than reading books, reciting lessons and passing examinations influence the child's educational growth and development. His associates, the appearance of the classroom, sanitary facilities provided for him, his work and play experiences are a few of the factors of the educational program that parents consider for their children. Parents become disturbed when they discover that these facilities cannot be found at the school in Flat Coulee and that there is little possibility of providing them in the near future. In recent years the trend is quite noticeable that rural populations are demanding high school opportunities for their boys and girls. Also, in recent years the farm units have increased in size and the rural population has decreased in number. This trend is placing a premium on well trained farm operators and the demand for high school education with agricultural training has grown rapidly.

These changes in educational outlook and population have placed a very definite demand upon school transportation because the school population has become more sparse and facilities have become more centralized.

Reimbursement for Transportation Budgets

State reimbursement for transportation of school children is provided by law in three areas. The program has developed in this manner because there are three distinct types of problems in providing educational opportunity to children in rural portions of the state. These are:

1. School bus route.
2. Individual families who do not live on a bus route or live over one and one-half miles from a bus route.
3. Families who are isolated and do not have ordinary opportunities for bringing their children to school and are handicapped by lack of roads, extreme distances and mountainous areas.

The State reimburses districts for elementary and high school transportation up to one-third of the schedules which follow. The County reimburses for the balance of high school transportation budgets and for one-third of the elementary budgets on schedule. The district pays the balance of the elementary transportation budgets.

School Bus Schedules

In 1949 the reimbursement rate for buses was changed from a pupil-mile basis. The law provides that the rate for school buses be 20c per mile for all buses up to thirty-pupil capacity. The rate is increased $\frac{1}{2}$ c per pupil per mile above thirty passengers.

Chapter 183, Laws of 1949, requires that the Supervisor of the Highway Patrol and the State Superintendent of Public Instruction shall assist the State Board of Education in the adoption of minimum standards for school buses. Unsafe and obsolete vehicles used for school buses are not eligible for state transportation reimbursements.

A separate code of safety standards for station wagons and automobiles used as school buses is now in the process of preparation in order that these vehicles may be used as school buses when efficiency of the transportation program warrants the use of these vehicles. It is recommended that station wagons used as school buses be reimbursed on the basis of 15c a mile when the capacity is from six to twelve pupils for the vehicle and 12c per mile when the vehicle is a conventional automobile. Many of these smaller vehicles provide the most satisfactory transportation program in the community and should have a reimbursement on a mileage basis.

Individual Transportation Schedules

The individual transportation program provides for payments to individual families when the family furnishes its own transportation or services in lieu of transportation such as board and room or correspondence study. This program is administered according to a schedule set up in Chapter 152, School Laws of 1949, as follows:

Individual Transportation Schedule

Children	Regular Rate			
	3 & 4 Miles	5 & 6 Miles	7 & 12 Miles	12 Miles & Over
1.	\$.30	\$.36	\$.48	\$.60
2. ....	.42	.48	.60	.72
3. ....	.54	.60	.72	.84
4. ....	.66	.72	.84	.96
5. ....		.84	.96	1.08
6.			1.08	1.20

The purpose of this program is to provide some assistance to rural families who must transport their children to school. The law does not contemplate the creation of a bus route for individual families. This program could be arranged so that the reimbursement be placed on the basis of 7c per mile for individual families instead of on the per pupil basis. It costs as much to transport one child to school as it does four and this type of reimbursement would fit into the present day program where 95% of the pupils are transported to school by motor vehicles.

Isolated Transportation Schedule

The third program for state reimbursement of school transportation comes under the Isolated Transportation Law. This program provides for reimbursement up to \$30.00 per month for the first child, \$12.00 per month for the second child and \$6.00 per month for the third and additional children.



Reavis School—Blackfoot Reservation

Indian Education

The State Department of Public Instruction administers the Indian Education program on seven Federal Indian Reservations for 2,500 children in 44 school districts attending 65 different schools. The major problems on the school district level in these schools are finance, compulsory school attendance, a functional school program and health. During the past year, a deficiency appropriation by the Congress of the United States provided additional funds for the operation of these schools and eased the financial crisis considerably.

A supervisor of Indian Education is on the staff of the department and is responsible for the supervision of these schools and the allocation and distribution of Federal Indian funds. This supervisor works closely with the Bureau of Indian Affairs at Billings.

The Scope of Indian Education

	1948-49	1949-50
Number attending public elementary and high schools	2,906	3,139
Average Daily Attendance of above	2,235	2,468
Number of school districts involved	47	44
Number of schools involved	68	65
Federal reimbursements	\$ 212,380	\$ 322,006
Value of tax-exempt lands in districts above	\$20,000,000	

Indian Education

Education on Indian reservations has long been a financial problem due to the tax-exempt status of the lands held in trust by the Federal government for "ward Indians." If the major portion of the school revenue has its background in property taxes, then the school districts with tax-exempt lands have a very distinct problem in financing the school program. For over 30 years the Federal government has sought to correct this situation by supplying supplementary funds to these school districts so that a program could be financed for the education of the Indians. The need for education as a solution of the many health problems is probably accepted more generally among the Indians than any other group of people.

The war emphasized the value of education in the economic field. Many boys of Indian blood made splendid progress under the Veterans' Training Program in agriculture, trade training and professional training. In agriculture, failure has too often resulted because of the lack of under-

standing of the problems of agriculture and the necessity to plan a program for the agricultural enterprise. Too often a family has been shown a land area and told—this is yours, now make the best of it. High school courses of agriculture are gradually building a philosophy and psychology among youth of Indian blood as well as others which leads to successful thinking, planning, and programs of agriculture. Some of these young men are leaving their reservations and entering into trade industry all over the country. These are indications of what can be done, but the surface has barely been scratched; and many growing generations must be trained before the goal is reached. A committee of Congressional members made a complete study of Indian problems in the early "forties" and their conclusion was that a better educational program on Indian reservations would gradually solve a great many of the problems confronting the North American Indian.

In Montana approximately 75% of the support for schools comes from property taxation. If any of the land is tax-exempt, the burden of school support falls more heavily on the remaining taxpayers in school districts with tax-exempt Indian lands. Some school districts have tax-exempt lands amounting to 90% of the area of the school district.

The problem of finance is also very noticeable where more classroom space is necessary for proper school programs. The financial power for bonding is often so low that these school districts cannot provide adequate classroom space for the children.

Deficiency Appropriation

During the year of 1948-49, it became evident that school districts with tax-exempt Indian lands would face a tremendous financial crisis due to increasing school costs and decreasing contributions from the Federal Indian Education Funds. Congress was requested to provide a deficiency appropriation to supplement the contract with the State of Montana and provide a more adequate share of the cost of education in these areas with tax-exempt Indian lands. Congress appropriated \$231,323 for this purpose and this money tended to replace depleted reserves, employ more teachers and buy some urgent equipment in these schools. The highest school district property tax levies in the State were found on Indian reservations and substantiate the need for the deficiency appropriation. Several school districts taxed themselves 70 mills for the support of their schools. The contract with the United States Office of Indian Affairs called for a payment of \$212,380 and the deficiency appropriation amounted to \$231,323 which made the total payment for the year \$443,723. The contract for the year 1949-50 was raised to \$322,000.

Compulsory Education

The problem of compulsory school attendance on Federal Indian Reservations has always been a delicate one because of the lack of jurisdiction of state law and state officers on federally controlled lands. This problem has been solved by having the Tribal Councils on all seven reservations adopt resolutions which officially gave Montana school attendance laws and school attendance officers complete jurisdiction over school attendance on each reservation. Truant Officers are in part financed from Indian Education funds by a reimbursement rate of two cents per pupil per day. This program cost \$7,831.58 in 1950.

School Lunch

It is an interesting observation that schools with a good lunch program have better school attendance than schools without the lunch program. During the school year of 1948-1949, 357,645 lunches were reimbursed from Indian Education funds at the rate of 15c per day. The total reimbursement for this activity amounted to \$53,646.75. For the school year of 1949-1950, 396,244 lunches were reimbursed at the rate of 15c for a total of \$59,435.10. This reimbursement does not cover the complete cost of the lunch program and other sources of revenue are the Federal Lunch program, the school district and parents. The school lunch program is almost universal and is justified both from the point of view of health and of education as a worthwhile expenditure and good investment.

Transportation

If rural enterprise and industry is to become well established and a part of the reservation life, adequate school opportunities must be established in the rural areas. No enterprise can flourish if the family leaves the ranch for nine months during the year or the family is divided between two homes. For this reason the use of school buses, dormitories and board and room in lieu of transportation is considered good practice on Indian Reservations as well as the rest of the State. The program is financed up to the state schedule as follows: one-third of the state schedule comes from

state reimbursement, and two-thirds comes from Indian Education Funds. The total reimbursement from Indian Education Funds for school transportation in 1948-1949 was \$23,616 and in 1949-1950, the reimbursement was \$45,834.05. The increase in costs is accounted for by the increase in the state schedule by our last legislature and the natural expansion of the transportation service.

Building Needs

The emphasis on building needs during the postwar years has placed a tremendous burden on school districts with tax-exempt lands. The money for buildings is provided quite universally by bonding the property of the school district. The bonding power is limited to 3% of the assessed valuation of the school district, and the bonds usually run for a period of 20 years. The tax-exempt lands usually amount to 50% of the area of the school district and some cases amount to 98%. During the years of 1935-6-7, the United States Congress aided these school districts by providing direct loans to them, which were repaid on a recoupment basis from Indian Education Funds over a period of 30 years at an interest rate of 3%. The total amount loaned was \$658,000. This assistance was provided to 14 school districts to aid the construction of 26 school buildings. No school district has defaulted in any of its payments which is a very good record at the half-way mark in this finance program. The urgent need for building aid is very evident again, and Congress is being urged to help finance a building program again in school districts with excessive tax-exempt lands and big enrollments of children with Indian blood.

Health

A program for the reimbursement of health programs in school districts that are expending tax money for the support of their health program is under advisement and in the planning stage. If this program materializes and funds can be made available, the reimbursement of this activity from Indian Education funds will become a reality.

Need

Congress is giving considerable study to the distribution of Indian Education funds on the basis of need. If this method of school support is incorporated in the state contract, the distribution of these funds on the basis of need will be substituted for the daily attendance of the pupils. Other needs are to obtain Federal Funds for school buildings in districts with Indian Education contracts, improved Dental Health programs in schools enrolling children of Indian blood, provide sufficient Indian Education Funds to finance schools with tax-exempt Indian lands in the districts and to improve attendance and enrollments among children of Indian blood.

ENROLLMENT AND ATTENDANCE

1949 — 1950

District	Schools	Elementary		High School	
		No. of Pupils	A. D. A.	No. of Pupils	A. D. A.
Blackfeet Reservation					
1	Blackfoot	21	15.2		
1	Higgins	4	2.8		
7	Coldfeet	33	22.5		
7	Old Agency	21	13.0		
7	Mad Plume	49	28.6		
7	Swims Under	19	14.3		
8	Babb	42	36.7		
8	Galbreath	9	6.3		
9	Browning	473	376.0	98	84.3
9	Pontresina	9	5.6		
9	Reevis	8	5.3		
9	Starr	46	37.0		

District	Schools	Elementary			High School	
		No. of Pupils	A. D. A.	No. of Pupils	A. D. A.	
15	Cut Bank	13	9.4	5	3.8	
50	Little Badger	26	15.5			
50	Glacier Park	7	4.4			
1	Chief All Over	18	13.3			
4	Upper Birch Creek	16	12.5			
14	Grandview	8	5.8			
14	Badger	4	2.9			
Cheyenne Reeservation						
6	Lame Deer	108	84.3			
Crow Reservation						
2	Pryor	24	18.0			
17	Hardin	43	32.3	26	17.0	
17	Crow Agency	171	163.4			
17	St. Xavier	31	23.7			
27	Lodge Grass	121	94.1	35	19.0	
29	Wyola	46	35.6			
Flathead Reservation						
8	Arlee	62	43.1	3	2.9	
22	Elmo	20	14.8			
23	Polson	28	24.7	20	14.6	
28	Ronan	45	36.8	3	1.7	
28	Moiese	11	9.5			
28	Pablo	9	6.6			
28	Charlo			2	1.6	
28	St. Ignatius	34	30.0	10	7.9	
38	Dayton	2	1.9			
65	Big Arm	2	.9			
40	Frenchtown	7	5.3			
9	Dixon	22	19.2	7	6.2	
11	Camas Prairie	17	12.5			
14	Hot Springs	14	10.2	3	2.9	
Fort Belknap Reservation						
10	Chinook	19	12.9			
12	Harlem	147	118.5	27	23.7	
14	Hays	57	50.4			
14	Lodgepole	76	54.5			
2	Dodson	6	5.5	4	2.5	
5	Zortman	17	13.2			
5	Ruby Gulch	6	3.9			
14	Malta	28	23.6	12	10.3	
20	Whitewater	3	2.9			
26	Kirkaldie	12	7.8			
26	Ester Lake	5	3.4			
Fort Peck Reservation						
9	Poplar	238	197.7	23	15.0	
17	Culbertson	9	8.7	2	1.6	
45	Wolf Point	128	87.5	20	16.8	
55	Brockton	97	82.7	28	20.5	
64	Bainville	2	1.8	2	1.6	
1	Sunnyhill	11	6.8			
7	Medicine Lake	18	15.7	5	4.4	
2	Frazer	90	74.2	16	12.3	
13	Nashua	19	13.0	4	2.7	
24	Oswego	4	3.4			

		Elementary	High School
11	Rocky Boy Reservation		
13	Big Sandy	5	3.0
16	Box Elder	16	13.4
1	Havre	47	32.9
	Franklin	77	56.3
		2,780	2,187.7
	TOTAL	2,780	359
			280.6

FINANCIAL STATEMENT OF REIMBURSEMENT OF INDIAN EDUCATION

July 1, 1949 — June 30, 1950

Original Contract Allocation	\$322,006.66
Deficiency Appropriation	231,323.60
TOTAL	\$553,330.26

Allocations	Elementary Transportation	\$ 38,209.31
	High School Transportation	7,624.74
	School Lunch	59,435.10
	Elementary Reimbursement	160,311.75
	High School Reimbursement	14,607.10
	Recoupment on Building Loans	33,818.66
	Deficiency Reimbursement	231,323.60
	Administration	8,000.00
	TOTAL	\$553,330.26
		\$553,330.26

A LOOK INTO THE FUTURE

State Governments are becoming interested in the problems connected with the Indian reservations. Several recent conferences of state governors have been held to discuss Indian problems. Our Governor has asked the Legislature for an official study of the problems to correlate state effort with the effort of the Federal Government. It is becoming more and more evident that better progress is made toward solutions of these problems when kept as close to the people as possible. The Federal Government is much further away from the Indian Reservation than the County and the State. The success of handling the Welfare and Education programs within the school district, the county and the state is ample recommendation of the soundness of this philosophy. Some of the most difficult health and housing problems have been handled by the local schools, the various state health units and the local county welfare workers working together as a team. We can look for continued movement in the direction of more local participation in Indian affairs, and the great American "Melting Pot" will help solve many of the present problems if given a little encouragement, some money and a little time.

The biggest danger to reservation life at the present time comes from over-crowding and over-population. The resources within the reservation are not great enough to support the population in its present density, and the populations of people with Indian blood are growing rapidly, far beyond the capacity of the reservation to support them. Unless an early recognition is given to this factor the economic status, the social life and the morale of the people within the reservation will gradually deteriorate. It is quite evident that people of Indian blood must be encouraged to seek a living outside the reservation boundaries. Before they can leave the reservation they must be equipped with all the education that they can absorb readily so that they may compete in the economic world as it exists today. There is a definite demand for more and better schools on the Indian reservation, and less of the segregation which is caused by the reservation boundary. When equipped in this manner young people of Indian blood can compete successfully in the economic and social world whatever it is and wherever it exists.

Statistical and Financial Data

LOCAL ADMINISTRATION THROUGH SCHOOL DISTRICTS

Montana has currently, 1950

1,321	common school districts
1,050	operate schools
7	first class districts
74	second class districts
1,240	third class districts

40 counties are divided into 133 high school districts.

18 counties have county high schools.

The administration and support of the schools in Montana is based on the local political subdivision known as the common school district. By law, these school districts were given the power to elect a schoolboard which in turn was authorized to operate a school, or schools, and tax the school district for the support of the same.

Montana has three classes of common school districts. Third class school districts are those with a population of less than 1,000 people. These districts have an elected schoolboard of three members. Second class districts have a population between 1,000 and 8,000 and elect a schoolboard of five members. First class school districts are those school districts with a population over 8,000 and have a schoolboard of seven members.

In 1935 and again in 1947, Montana passed legislation permitting the establishment of high school districts. These districts consist of several common school districts combined for the purpose of having a larger tax base for the support of the high school and also for building purposes for the high school. The board of trustees of the district in which the high school is located automatically becomes the board of trustees of the high school district. In case this high school district board finds it necessary to raise additional money for the school's operation and maintenance costs by a voted levy, it must first call in the chairmen, or their representatives, of each common school district board within the high school district. If the majority of these representatives, plus the high school district board, agrees to put such an additional levy before the people for a vote, then it must be done.

Montana also has seventeen county high schools. The only real difference between these seventeen county high schools and all other district high schools is that the board of a county high school is appointed by the County Commissioners from the county, while the boards of district high schools are elected by the people of the district. Formerly district high schools were supported only by taxes levied upon the common school districts in which they were located, while county high schools were supported by county-wide levies. Legislation has changed this so that now both county and district high schools are supported by county-wide levies and high school district levies. Varying cases are found where high schools have not yet formed high school districts. In such cases the county high school gets additional support from county-wide levies and district high schools must get additional support over the foundation program from common school district levies.

At the present time, Montana has 1,321 common school districts and 133 high school districts. This is a distinct reduction from 1939 when there were 2,131 common school districts in the State.

The United States is the only major nation ever to have what we Americans refer to as the local school district system. In contrast, the other major nations of the present and past have or had a

"national system of education." Founding Fathers and the pioneers saw many faults of the school systems of Europe. The chief fault was that public education in Europe at that time was directly under the control of the kings, the emperors, and the ruling class. Children of the common people were permitted to attend school only for a limited number of years, and generally speaking, their chances for securing an education were very limited.

To prevent the creation of the same conditions, the American people organized state school systems as contrasted to a national one. We now have 48 school systems in the United States. The aim is to prevent those in power at the national level from having any control over the schools, and at the same time to bring the control close to the people whose children are being educated.

Although legal control of education was placed in the hands of the state legislature by the State Constitution, the American tradition from the beginning is for the various state legislatures to decentralize public education still further by creating local school districts throughout the State and delegating the major responsibilities in public education to the local board of education, the members of which are elected by the people. This system is the main factor in making it possible to adapt education to the changing needs of each generation, to adapt it to different needs of the thousands of American communities, and to expand upward to include high school, and in general in making American education so freely available to all children and so popular in the estimation of the people.

The idea back of the local school district system is that the school districts will be reorganized from time to time as social, economic, and geographic conditions warrant a reorganization. District reorganization means to bring the district organization up to date, that is, in harmony with changed needs in the local area. Most districts were organized, as soon after the State was admitted into the Union, as there was a need for schools. The large majority have not been reorganized since they were originally formed. Yet, the farmer, the businessman, the manufacturer, and those involved in transportation have kept up with the times. One hundred and sixty acres was possibly enough for a homesteader when he first came to this country many years ago. However, since that time, his family increased, his needs increased, and he found that he had to increase the size of that original 160 acres, until today he possibly has several hundred acres more. As an economic unit sufficient to produce enough to support his family today the 160 acres was found to be too small. The same thing is true with the original districts that were formed to support a one-room school. The cost at that time was only a few hundred dollars a year. Since, however, the demands on the school for better buildings and equipment, for increased accommodations, for music, for vocational setups, for physical training and health, and any number of other things, it is found that the original district is not a sufficient economic unit, and consequently must enlarge. The same is true of the district as an educational unit. Where formerly few graduated from the eighth grade, now most boys and girls finish high school in Montana, and the best educational unit would take in facilities to handle all grades from kindergarten through high school, or junior college.

District reorganization seeks to provide the children and youth in every community throughout the State capable local leadership in school administration, well-trained teachers, adequate library and laboratory facilities, a broader curriculum in many cases, and a modern program of guidance; also, to provide adequate educational training to all children and youth, as their inherent birthright in a democracy.

Range in School District Valuations

We find the following number of school districts with taxable valuations of:

\$ 1,000	—	\$ 25,000	—	48
25,000	—	50,000	—	170
50,000	—	75,000	—	201
75,000	—	100,000	—	167
100,000	—	200,000	—	341
200,000	—	300,000	—	138
300,000	—	400,000	—	78
Over	—	400,000	—	178

Property Valuations in Montana

Property valuations have gone up and down with the years as will be indicated by the following figures.

	Assessed	Taxable
1920	\$1,665,242,702	\$514,322,944
1930	1,416,302,310	453,080,548
1940	1,026,330,194	320,055,013
1945	1,167,953,507	358,747,150
1948	1,374,273,661	417,167,410
1949	1,522,121,402	455,322,253
1950	1,541,850,759	459,303,967

The main problem to be concerned about in using property valuations as a tax base is the fact that property is evaluated differently in each county. This is not true with public utilities lying in more than one county which are evaluated by the State Board of Equalization.

Before participation in state and county funds a school district must levy five mills on its own property. Before participation in state aid every county must levy ten mills for elementary and ten mills for high school. If one county evaluates its property much lower than another county it can readily be seen that this county will get less from its property taxes and consequently receive too great a proportion of its receipts from the state. Some system of tax equalization as far as valuations are concerned must be found in order to do away with this inequality. This can be done by having all property in each county re-evaluated, or by using an index for distribution of state funds, worked out on the basis of assessed value to true value. In 1948, 60.46% of the total receipts for schools came from property taxes, while in 1949 it was 59.75%.

Property Valuations by Counties

	1948 Taxable Valuations	1949 Taxable Valuations	1950 Assessed Valuations	1950 Taxable Valuations
Beaverhead	\$ 6,036,966	\$ 6,347,143	\$ 21,345,962	\$ 6,471,883
Big Horn	6,660,068	6,936,675	23,271,338	6,855,312
Blaine	6,877,005	7,380,167	24,108,178	7,275,227
Broadwater	3,403,238	3,631,255	12,397,966	3,723,813
Carbon	9,916,291	11,917,655	29,941,480	11,667,708
Carter	2,879,242	3,028,200	10,096,451	2,992,180
Cascade	32,487,340	34,858,795	134,028,847	36,918,930
Chouteau	9,069,260	10,273,618	36,348,349	9,955,689
Custer	7,912,718	8,597,684	29,788,277	8,944,627
Daniels	3,647,029	3,810,466	13,438,228	3,755,370
Dawson	6,634,459	7,027,841	23,255,504	7,076,599
Deer Lodge	9,527,363	9,875,267	34,708,385	10,055,648
Fallon	3,548,672	3,909,890	12,564,116	3,841,199
Fergus	11,720,653	12,607,250	46,186,985	12,972,075
Flathead	12,833,154	14,026,477	49,578,744	14,412,071
Gallatin	14,623,453	15,357,820	52,759,188	16,026,168
Garfield	2,451,974	2,816,699	8,095,173	2,517,959
Glacier	10,817,962	13,232,947	28,031,595	12,754,630
Golden Valley	2,300,810	2,452,357	7,510,342	2,471,687
Granite	3,221,070	3,967,709	11,415,813	3,748,996
Hill	9,419,241	10,173,359	36,651,174	10,347,122
Jefferson	4,082,696	4,105,541	11,537,275	4,073,120
Judith Basin	5,838,701	6,351,905	21,702,931	6,332,206
Lake	7,030,000	7,617,969	26,647,621	7,753,873
Lewis and Clark	18,043,515	18,903,689	67,859,960	19,040,836
Liberty	3,090,167	3,452,759	12,654,913	3,574,942
Lincoln	5,604,013	5,690,632	18,229,344	5,935,371
Mcdison	4,746,445	4,925,811	16,365,928	5,004,163
McCone	3,337,426	3,544,251	12,735,439	3,575,509
Meagher	3,180,147	3,376,146	10,959,805	3,444,080
Mineral	2,520,619	2,711,093	7,573,966	2,702,857
Missoula	15,771,815	16,894,754	61,275,252	17,503,908
Musselshell	3,515,680	3,787,429	11,533,529	3,880,686

	1948 Taxable Valuations	1949 Taxable Valuations	1950 Assessed Valuations	1950 Taxable Valuations
Park	8,184,826	8,610,014	29,921,447	8,815,545
Petroleum	1,524,209	1,812,028	4,488,864	1,608,009
Phillips	6,136,524	6,548,041	20,872,922	6,519,167
Pondera	6,190,787	7,315,575	26,404,991	7,473,187
Powder River	3,191,396	3,292,380	10,445,136	3,058,430
Powell	5,942,250	6,189,573	19,645,058	6,633,425
Prairie	2,993,176	3,228,828	10,206,387	3,274,473
Ravalli	5,279,658	5,666,992	20,232,582	5,812,798
Richland	5,428,904	5,689,171	19,561,286	5,738,312
Roosevelt	6,426,179	7,073,938	24,227,138	7,042,280
Rosebud	7,219,537	7,939,701	23,138,122	7,628,493
Sanders	6,032,385	6,459,649	19,849,023	6,326,946
Sheridan	5,336,608	5,666,445	21,321,168	5,653,321
Silver Bow	24,166,879	26,845,521	80,900,301	23,152,075
Stillwater	5,590,535	5,802,936	19,393,053	5,743,396
Sweet Grass	3,879,517	4,073,834	14,177,961	4,303,760
Teton	7,152,667	8,197,771	29,516,747	8,150,947
Toole	7,516,236	8,698,417	25,625,746	8,834,592
Treasure	1,678,875	1,725,330	5,690,742	1,717,017
Valley	7,823,071	8,600,280	30,523,789	8,625,641
Wheatland	3,942,068	4,131,257	13,311,019	4,181,875
Wibaux	1,984,015	2,105,424	7,394,476	2,199,132
Yellowstone	30,797,916	36,057,925	140,404,743	39,204,702
TOTAL	\$ 417,167,410	\$455,322,253	\$1,541,850,759	\$459,303,967

SCHOOL CONSTRUCTION

School Bonds Outstanding

1930	\$ 9,911,875
1940	7,530,907
1950	13,334,000

School building construction has gone on at a rapid pace in the last two years. Before this time and during the war years it was almost an impossibility for school districts to build and consequently a great backlog of construction built up. A postwar repair and replacement fund was authorized by the Legislative Assembly in 1945 to be spent after the war. However, this law expired July 1, 1950. Since building materials were available, school construction was undertaken in many Montana school districts.

Besides the inability to construct during the war, other reasons for an increasing program today is the fact that births in Montana have increased in recent years and this, added to increased immigration, especially in urban areas, has meant larger enrollments in elementary grades and soon will mean greater enrollments in high school. The population of Montana is also up by approximately 27,000 to 28,000 people since prewar years.

Compared with prewar building costs, we find today that it takes nearly \$3.00 to do the same thing that \$1.00 did before the war. Debt service, including annual payments on principal and interest on school bonds was \$2,280,118.87 in 1940, compared to \$2,274,926.89 in 1950. This loss in the value of the dollar should be taken into consideration in comparing building costs and in paying debts incurred at the prewar dollar rate. It is estimated that in the next ten years, Montana school districts will be forced to spend up to \$30,000,000 for new construction and \$10,000,000 on repairs and replacements.

Many others interested in education in Montana have indicated the need for some sort of building fund. This could either be in the form of grants and loans from a state building fund or districts could be allowed to build up a building fund from a millage levy of a certain amount each year. District valuations in some places are too small to permit the type of construction needed and desired by the district.

Montana voters decided in November, 1950, to raise the legal limit of indebtedness from 3 per cent to 5 per cent, when they favored a Constitutional amendment. Currently school districts may bond up to 3 per cent of their assessed valuations for construction and certain other purposes. Many school districts have found it impossible to bond for sufficient funds to construct the buildings required on the 3 per cent limit.

According to the new High School District Law, the high school district is considered to be a corporate unit, independent and apart from the common school district. Therefore the entire high school building district can be bonded up to 3 per cent of its true and assessed valuation, independent of any outstanding indebtedness on the common school district. We will find, due to this arrangement, that many school districts will have their common school district bonding up to 3 per cent and also will be bonding up to three per cent as a part of the larger high school district. On September 1, 1950, it was estimated that high school districts have obligated themselves in bonds for high school purposes up to \$5,000,000.

STATE SCHOOL FINANCE LAW

The Legislative Assembly of 1945 made provision for the appointment of a commission to study needed legislation in the public school field and to make recommendations. This commission after considerable research and study drew up a proposed law which was introduced into the 1947 Legislative Assembly as H.B. 146. The bill finally passed the House but was turned down by the Senate. The bill was an omnibus bill and proposed to clarify many of the issues now uncertain in school law and to provide for the distribution of state and county funds on the basis of need of the districts and counties after each had made the same financial effort. Principal reasons for turning down the legislation were its length, and the fear that something had been written into the bill that would curtail the small rural schools.

Several other groups then began working on legislation, notably a Citizens Group. As a result many bills were introduced into the Legislative Assembly of 1949 for school finance, school organization, transportation, etc. One after the other of these bills was voted down until only two remained, a bill on organization and finance by the Citizens Committee and another by another group. In the last days of the Session these two bills were combined and as a result a bill was passed which is now Chapter 199, Laws of 1949. At the end of a year and a half of operation, the law is working extremely well, and has made it possible for every school in the state to have a minimum foundation program without having to vote former high levies.

Chapter 199, Laws of 1949, provides for a system of financing Montana public elementary and secondary schools based on need of districts in financing a minimum foundation program. These minimum foundation programs are based on schedules set up in the law; for example, one-room schools from one to eight pupils must budget for a minimum foundation program of \$2,500.00. The schedule allows a school with one hundred elementary pupils a minimum foundation program of \$210.00 per pupil, and a school with 300 pupils or over may budget for \$172.00 per pupil. High schools with enrollments up to 60 may budget for a minimum foundation program of \$340.00 for each pupil, while larger high schools of 650 pupils and over are allowed \$207.50 per pupil.

It is upon these minimum foundation programs that a district can receive county and state financial aid. However, before participating in county equalization aid, every district maintaining an elementary school must first levy 5 mills. Before participating in state aid for elementary schools every county must levy 10 mills. If these district and county revenues are then not enough to bring in the minimum foundation program, the state contributes the balance needed. Districts which do not operate schools receive no county or state aid for the general fund.

Before participating in state aid for high schools every county must levy a 10 mill tax. If this is not sufficient to bring in the foundation program for every high school in the county then the state contributes the balance needed.

Any district wishing to secure funds above the minimum foundation program may levy on the district without a vote of the people up to 20% of the foundation program. High schools may levy upon their designated districts up to 15% without a vote. Anything needed beyond these amounts must be voted by the people.

As stated above, the law stipulates that the state shall contribute the balance needed for the foundation program after district and county levies have been made. The state was unable to do this during the past year as funds were insufficient and was able only to equalize up to 90% of all foundation programs of the state. The balance needed between this 90% and the 100% of the foundation program came from the local districts.

This foundation program is designated only to take care of the general fund budget which includes operation and maintenance and some capital outlay and fixed charges. Provision is made

beyond this general fund budget for the district to set up separate budgets for teacher retirement; transportation; vocational education; lunch; deferred maintenance and interest and sinking fund budget.

The RETIREMENT budget for teachers and public employees is taken care of by the district for elementary personnel, and by the county for high school personnel, by a levy on property. The TRANSPORTATION budget is an obligation paid for by the state, the county and the district for elementary, and by the state and county for high schools. The district and county raise this money from property levies. The VOCATIONAL EDUCATION budget includes only federal funds received for vocational education. The LUNCH budget is financed by contributions from pupils, the Federal government and some district revenue from the general fund. The DEFERRED MAINTENANCE budget (now obsolete) was financed by cash balances accumulated over a period of years, and the INTEREST AND SINKING budget is financed by local property taxes.

Montana School Law provides for cash Reserves. These Reserves consist of cash on hand up to 35% of the final and approved budget and can be used only for the purpose of cashing warrants until tax receipts come in in December. Since most schools start the first part of September, these Reserves are very important in that it enables the district to cash its warrants without having to register them.

Montana School Law provides that schoolboards are responsible for the preparation of budgets for the district. The one cardinal principle involved in all budget making is that the expenditures specified must not exceed the anticipated receipts. After the budgets have been approved by the board, they are filed with the county superintendent, and then must be approved by the County Budget Board.

If the County Budget Board disapproves of some item in the elementary budget they can send such budget back to the schoolboard with recommendations. However, as long as the expenditures in such budget do not exceed the receipts, the elementary schoolboard has the final approval on this budget.

If there is a disagreement concerning high school budgets, the final budget is arrived at by a meeting of the chairman of the high school board, the county superintendent, and the chairman of the board of county commissioners.

For the school year 1950-51, any balances in the general fund at the beginning of the year could be used to increase the cash Reserve up to 35%, or could be applied against the needs of the budget. Cash balances in other budgets should remain as a balance in that budget or applied against the needs of the coming year.

STATE-WIDE OPERATION OF THE NEW SCHOOL FINANCE LAW

	(Estimated)	1950-51
	Elementary	High School
Total Foundation Programs of all schools*	\$ 14,832,759	\$ 6,400,000
Revenue raised locally—		
5-mills, tuition, rentals, etc.	2,600,000	95,000
County revenue	4,000,000	4,300,000
Money from school lands	1,500,000	
State Equalization	{ 5,232,759	{ 1,395,000
State Deficiency on F. P. (District)	{ 1,500,000	{ 610,000
Above F. P. without vote (District)	2,300,000	845,000
Amount voted (District)	1,364,000	720,000
TOTAL GENERAL FUND BUDGET	\$ 18,496,759	\$ 7,965,000
Retirement Budget	435,000	260,000
Transportation Budget	1,400,000	860,000
Federal Funds Budget		140,000
School Lunch Budget	560,000	290,000
Interest and Sinking Fund Budget	1,438,000	974,000
TOTAL SUPPLEMENTARY BUDGETS	* 3,833,000	\$ 2,524,000
TOTAL ALL BUDGETS	\$ 22,329,759	\$ 10,489,000
TOTAL RESERVE FOR 1950-1951 Budgets	\$ 4,453,600	\$ 1,934,000
Budgets without Foundation Programs	\$ 370,000	
*Foundation programs for 1949-50 were	\$ 14,268,760	\$ 6,272,302

SOURCES OF PUBLIC SCHOOL REVENUE

Local	1948-49	1949-50
District levies	\$ 8,730,289	\$ 8,941,600
County levies	9,397,659	9,865,885
High School District	555,832	1,154,925
 TOTALS	 \$ 18,683,780	 \$ 19,962,410
Other local revenue	\$ 6,077,314	\$ 4,205,468
(Sale bonds, insurance, etc.)		
 State		
Classroom Unit or Equalization	\$ 2,446,393	\$ 5,160,988
Interest & Income	2,114,712	1,470,361
Equalization	91,708	
Transportation	387,203	634,260
 TOTALS	 \$ 5,040,016	 \$ 7,265,609
 Federal		
Forest Reserve	\$ 207,060	\$ 250,687
Taylor Grazing	44,701	7,117
Indian Funds	170,944	505,573
School Lunch	168,935	171,330
Vocational	147,295	151,231
U. S. Oil & Gas. Roy.	160,137	221,043
 TOTAL	 \$ 899,072	 \$ 1,306,981
Balance on hand July 1, 1948	\$ 11,073,157	7/1/49
Veterans' Training (Federal)	201,319	665,902
TOTAL AMOUNT AVAILABLE	\$ 41,974,658	\$ 47,447,559

LOCAL, STATE AND FEDERAL SOURCES OF SCHOOL REVENUE

Most of the revenue raised on the district and county level comes from the property tax. Other local revenue comes from the sale of property, rentals, tuition, fines, interest and premium on bonds.

State Revenue

The sources of state revenue for education have changed considerably in the last number of years. Before the passage of House Bill No. 10 in 1941, education was receiving earmarked revenue from 11 sources. House Bill No. 10 changes this so that for the two years of this biennium, the State has received its money for distribution to the schools from:

	1948-49	1949-50
25% personal income tax	\$ 1,031,560.83	\$ 921,712.09
25% corporation license tax	559,878.01	412,028.51
Appropriation	1,500,000.00	4,300,000.00
Interest & income from school lands	2,114,712.00	1,470,361.00
 TOTAL	 \$5,206,150.84	 \$7,104,101.60

From the total income that was allotted to the State Public School Equalization Fund for education in 1949, \$110,800.25 was earmarked for the operation of various divisions of the Department of Public Instruction, while the balance has been distributed to the school districts of the State for equalization payments and for transportation.

Equalization money goes to each county on the basis of need; that is, the State puts in the balance needed to bring in sufficient funds for a foundation program in each district after the local district and the county have made the same uniform effort to raise the money needed.

Transportation money is allotted to the various districts of the State on the basis of a schedule set up by the law. For elementary and high school transportation the State will pay up to one-third of the amount required for this schedule.

The money derived from I&I, which is money from the income on school lands and interest on the permanent fund investment, is distributed to every school district of the state on the basis of the number of pupils in each district between the ages of 6 and 21 years.

Basis of Federal Revenue

Revenue from the Federal government is distributed to Montana according to Federal law which has been accepted by our Legislative Assembly. As we have indicated previously, this money from the Federal government is distributed for seven phases of education. Some of the various funds are distributed to all the schools of the State, while others are distributed only to those schools which have certain specific programs.

Federal Forest money is distributed only to those counties which have Federal forest lands and then in the proportion to which these counties hold such lands.

Taylor Grazing money from the Federal government is also distributed only to certain counties. United States oil and gas royalties are allocated to the State Public School Equalization Fund and are distributed to the districts of the State together with other funds available. Indian funds, school lunch funds and vocational funds are distributed only to those schools which have such programs.

Montana has one other Federal distribution which is for the purpose of aiding in the operation of veterans' training programs. This is an on-farm training program and the money goes directly to the local school clerk who receives the money after vouchers have been approved for the same. Actually, this is not a part of the public school program.



Worden High School—United Nations Day

SUMMARY OF REVENUE BY SOURCES, 1948-49

COUNTY	Local	State	Federal	Balance on Hand July 1, 1948	Total Revenue Available
Beaverhead	\$ 233,519.07	\$ 59,088.41	\$ 28,280.28	\$ 120,133.32	\$ 441,021.08
Big Horn	357,687.64	114,351.30	32,964.11	126,471.51	631,474.56
Blaine	295,958.99	103,119.01	36,369.31	176,730.80	612,178.11
Broadwater	122,272.92	28,955.08	8,469.56	46,347.07	206,044.63
Carbon	463,977.24	111,081.89	44,112.15	177,224.95	796,396.23
Carter	93,384.41	54,539.55	3,576.99	46,304.62	197,805.57
Cascade	3,289,182.46	344,733.47	37,942.72	695,558.30	4,367,416.95
Chouteau	523,367.45	87,873.41	7,629.49	362,160.81	981,031.16
Custer	277,027.24	98,855.79	17,570.29	138,822.87	532,276.19
Daniels	235,194.65	50,162.01	2,454.97	89,953.60	377,765.23
Dawson	291,220.42	88,912.97	4,080.57	172,600.15	556,814.11
Deer Lodge	400,371.18	82,865.83	4,527.95	148,285.83	636,050.79
Fallon	162,982.37	49,361.15	122.08	102,906.81	315,372.41
Fergus	770,055.90	144,050.81	17,006.79	712,327.27	1,643,440.77
Flathead	1,088,163.41	264,166.52	57,978.29	79,774.78	1,490,083.00
Gallatin	674,400.44	161,638.19	38,227.45	266,064.67	1,140,330.75
Garfield	95,880.19	40,406.24	4,207.83	103,795.30	244,289.56
Glacier	719,524.51	103,901.70	64,689.14	256,399.12	1,144,514.47
Golden Valley	82,258.98	18,385.10	682.58	29,532.80	130,859.46
Granite	128,459.06	28,250.07	7,069.78	35,883.97	199,662.88
Hill	428,090.27	124,680.59	8,321.30	197,579.09	758,671.25
Jefferson	181,766.19	37,150.91	16,830.87	61,577.40	297,325.37
Judith Basin	250,758.37	36,546.92	8,902.79	100,178.13	396,386.21
Lake	540,146.39	157,709.86	65,329.65	310,587.08	1,073,772.98
Lewis & Clark	892,149.33	159,630.22	21,906.68	577,510.74	1,651,196.97
Liberty	136,522.17	27,416.70	280.10	53,016.88	217,235.85
Lincoln	535,331.90	87,311.92	54,665.70	213,640.95	890,950.47
Madison	242,600.52	53,433.34	18,197.55	89,922.21	404,153.62
McCone	156,003.98	44,817.23	929.46	81,307.53	283,058.20
Meagher	82,517.92	19,047.96	3,999.66	37,120.05	142,685.59
Mineral	152,450.07	24,265.05	5,673.66	36,132.01	218,520.79
Missoula	956,663.42	221,481.86	17,016.66	330,375.09	1,525,537.03
Musselshell	206,804.57	43,908.40	1,091.54	67,236.59	319,041.10
Park	391,043.39	107,022.26	10,828.60	448,681.24	957,575.49
Petroleum	54,226.72	13,303.19	251.97	18,668.69	86,450.57
Phillips	262,257.57	87,493.94	16,080.90	436,040.73	801,873.14
Pondera	288,402.17	72,362.84	9,414.09	419,040.15	789,219.25
Powder River	108,798.93	39,457.17	19,069.37	66,911.56	234,237.03
Powell	158,995.81	60,252.21	23,399.77	77,123.50	319,771.29
Prairie	86,214.67	26,324.28	5,509.57	63,325.72	181,374.24
Ravalli	515,432.08	129,716.19	42,472.55	196,549.52	884,170.34
Richland	419,463.76	123,358.54	5,307.79	223,465.72	771,595.81
Roosevelt	420,015.57	112,510.26	43,981.08	211,397.20	787,904.11
Rosebud	495,500.31	64,361.99	14,031.78	128,761.00	702,655.08
Sanders	405,015.24	76,900.44	24,246.46	119,316.54	625,478.68
Sheridan	362,308.41	85,090.59	10,631.44	238,641.36	696,671.80
Silver Bow	1,389,387.49	261,005.99	11,314.07	495,804.91	2,157,512.46
Stillwater	229,598.30	62,167.90	10,328.16	127,726.77	429,821.13
Sweet Grass	151,965.76	47,585.27	13,885.24	147,522.24	360,958.51
Teton	387,512.34	76,652.80	11,953.12	237,908.44	714,026.70
Toole	371,722.73	66,053.38	21,839.68	95,476.22	555,092.01
Treasure	66,959.11	18,368.04	3,057.63	28,002.52	116,387.30
Valley	491,913.96	129,500.45	28,701.03	205,694.22	855,809.66
Wheatland	152,536.48	34,469.42	5,825.70	36,025.03	228,856.63
Wibaux	80,451.01	30,207.10	314.02	26,687.51	137,659.64
Yellowstone	2,140,707.83	403,889.56	29,353.87	980,923.84	3,554,875.10
TOTALS	\$24,497,123.27	\$5,200,153.27	\$1,002,905.84	\$11,073,156.93	\$41,773,339.31

SUMMARY OF REVENUE BY SOURCES, 1949-50

COUNTY	Local	State	Federal	Balance on Hand July 1, 1949	Total Revenue Available
Beaverhead	\$ 268,548.55	\$ 51,573.99	\$ 30,511.14	\$ 132,610.11	\$ 483,243.79
Big Horn	305,210.07	175,888.46	105,473.32	175,487.29	762,059.14
Blaine	293,437.26	167,277.63	87,269.21	186,428.73	734,412.83
Broadwater	122,000.84	33,237.51	10,046.55	59,249.80	224,534.70
Carbon	558,643.36	141,023.86	5 8,667.24	213,739.98	972,074.44
Carter	110,815.96	75,353.32	18,420.63	56,961.96	261,551.87
Cascade	1,674,376.56	417,922.04	50,881.88	2,471,399.20	4,614,579.68
Chouteau	503,200.06	76,651.62	12,445.13	360,881.98	953,178.79
Custer	313,021.39	147,283.10	22,918.73	171,644.04	654,867.26
Daniels	229,718.62	92,376.23	13,050.94	81,283.77	416,429.56
Dawson	338,396.37	159,717.77	8,112.35	139,519.01	645,745.50
Deer Lodge	380,345.43	75,317.65	3,638.11	173,801.72	633,102.91
Fallon	166,365.19	50,914.52	7,943.54	122,840.68	348,063.93
Fergus	631,451.95	171,067.84	19,219.51	786,920.71	1,608,660.01
Flathead	876,054.38	569,157.02	43,463.85	259,873.05	1,748,548.30
Gallatin	645,863.08	210,706.62	49,946.13	346,671.48	1,253,187.31
Garfield	86,122.81	36,015.01	6,798.71	93,294.04	222,230.57
Glacier	460,961.79	53,999.50	177,801.43	603,490.95	1,296,253.67
Golden Valley	89,816.95	8,196.28	1,147.78	40,763.08	139,924.09
Granite	143,809.08	15,171.02	7,743.19	49,701.51	216,424.80
Hill	455,480.35	171,164.74	26,822.94	211,624.08	865,092.11
Jefferson	230,770.46	51,705.26	17,837.11	74,134.49	374,447.32
Judith Basin	239,792.77	21,422.80	19,328.99	108,524.12	389,068.68
Lake	790,954.14	330,752.13	103,481.07	303,009.93	1,528,197.27
Lewis & Clark	949,084.73	147,815.74	28,366.80	447,951.30	1,573,218.57
Liberty	141,309.23	24,291.25	989.97	64,347.20	230,937.65
Lincoln	288,193.19	179,623.46	90,341.03	389,137.33	947,295.01
Madison	243,694.42	114,191.10	24,929.68	86,462.92	469,278.12
McCone	119,274.79	79,809.79	5,057.93	87,241.11	291,383.62
Meagher	95,469.75	8,689.65	7,321.76	34,031.81	145,512.97
Mineral	210,291.71	25,058.53	7,712.41	55,408.91	298,471.56
Missoula	2,004,313.30	395,537.93	28,228.39	394,016.41	2,822,096.03
Musselshell	212,234.23	86,134.24	4,440.32	83,200.41	386,009.20
Park	384,783.84	167,137.68	20,599.85	260,643.92	833,165.29
Petroleum	57,653.05	7,491.06	203.83	28,989.43	94,337.37
Phillips	417,342.30	124,334.43	49,815.56	410,451.19	1,001,943.48
Pondera	339,606.82	77,966.41	25,749.82	435,866.54	879,189.59
Powder River	95,927.55	42,842.61	22,939.32	80,126.94	241,836.42
Powell	283,125.05	69,921.27	25,284.30	100,683.90	479,014.52
Prairie	102,228.25	20,495.76	5,326.77	54,117.63	182,168.41
Ravalli	804,378.21	295,446.77	50,633.10	280,257.22	1,430,715.30
Richland	839,212.74	247,056.08	9,930.82	200,287.33	1,296,486.97
Roosevelt	610,350.32	195,274.55	115,114.29	210,960.00	1,131,699.16
Rosebud	283,568.06	40,702.83	47,076.97	353,748.89	725,096.75
Sanders	317,175.56	146,049.18	37,354.30	128,713.62	629,292.66
Sheridan	293,732.98	169,720.84	16,153.08	239,494.62	719,101.52
Silver Bow	1,122,462.36	223,080.67	12,111.07	298,383.33	1,656,037.43
Stillwater	386,237.21	100,937.11	28,863.34	140,466.20	656,503.86
Sweet Grass	138,338.39	46,517.71	21,169.88	93,219.04	299,245.02
Teton	448,412.52	114,376.39	32,916.55	246,617.91	842,323.37
Toole	427,723.91	72,983.27	4,636.20	199,319.24	704,662.62
Treasure	59,605.74	28,319.65	10,273.99	35,978.57	134,177.95
Valley	667,446.36	213,912.19	67,036.71	184,700.13	1,133,095.39
Wheatland	165,655.77	24,979.51	11,078.82	35,985.76	237,699.86
Wibaux	78,418.83	39,079.19		35,575.67	153,073.69
Yellowstone	1,662,121.56	653,328.06	40,212.79	1,120,948.49	3,476,610.90
TOTALS	\$24,164,530.15	\$7,487,000.83	\$1,754,839.13	\$14,041,188.68	\$47,447,558.79

DISTRIBUTION OF STATE FUNDS TO SCHOOLS, 1948-49

COUNTY	State I & I	Classroom Unit	Transportation	Equalization	Total
Beaverhead	\$ 20,852.85	\$ 34,770	\$ 3,177.29	\$ 288.27	\$ 59,088.41
Big Horn	55,617.68	48,190	10,543.62	-----	114,351.30
Blaine	41,993.01	51,850	8,279.14	996.86	103,119.01
Broadwater	11,401.78	14,030	3,243.30	280.00	28,955.08
Carbon	38,152.10	62,220	8,793.58	1,916.21	111,081.89
Carter	11,069.10	27,450	6,482.28	9,538.17	54,539.55
Cascade	154,846.40	167,750	17,213.12	4,923.95	344,733.47
Chouteau	24,497.18	52,460	8,345.88	2,570.35	87,873.41
Custer	48,631.45	46,970	3,254.34	-----	98,855.79
Daniels	16,270.97	28,060	4,993.98	837.06	50,162.01
Dawson	33,056.08	50,020	4,634.92	1,201.97	88,912.97
Deer Lodge	44,094.93	33,550	5,220.90	-----	82,865.83
Fallon	14,199.29	26,230	4,580.00	4,351.86	49,361.15
Fergus	48,434.86	77,470	10,277.40	7,868.55	144,050.81
Flathead	113,609.47	126,270	17,272.82	7,014.23	264,166.52
Gallatin	67,473.11	86,010	8,155.08	-----	161,638.19
Garfield	9,209.13	21,960	4,602.16	4,634.95	40,406.24
Glacier	47,361.22	46,360	10,180.48	-----	103,901.70
Golden Valley	5,096.02	11,590	1,699.08	-----	18,385.10
Granite	9,753.51	16,470	2,026.56	-----	28,250.07
Hill	53,833.32	60,390	8,465.74	1,991.53	124,680.59
Jefferson	12,762.73	19,520	4,122.54	745.64	37,150.91
Judith Basin	11,779.82	20,740	4,027.10	-----	36,546.92
Lake	66,066.79	69,540	19,781.32	2,321.75	157,709.86
Lewis & Clark	72,644.74	73,810	13,175.48	-----	159,630.22
Liberty	7,031.60	17,080	3,305.10	-----	27,416.70
Lincoln	35,369.70	44,530	7,412.22	-----	87,311.92
Madison	19,522.14	26,230	7,681.20	-----	53,433.34
McCone	13,004.68	23,790	6,407.80	1,614.75	44,817.23
Meagher	5,670.64	10,980	2,397.32	-----	19,047.96
Mineral	6,955.99	15,250	2,059.06	-----	24,265.05
Missoula	108,846.13	102,480	8,076.28	2,079.45	221,481.86
Musselshell	16,996.81	23,790	3,121.59	-----	43,908.40
Park	38,968.67	57,950	5,594.68	4,508.91	107,022.26
Petroleum	3,644.33	8,540	1,118.86	-----	13,303.19
Phillips	34,417.03	43,310	6,570.98	3,195.93	87,493.94
Pondera	27,521.53	36,600	5,681.78	2,559.53	72,362.84
Powder River	9,511.56	23,180	4,830.02	1,935.59	39,457.17
Powell	19,945.55	29,890	7,887.52	2,529.14	60,252.21
Prairie	8,558.89	14,030	3,735.39	-----	26,324.28
Ravalli	51,625.55	64,050	13,736.69	303.95	129,716.19
Richland	40,722.79	68,320	8,113.50	6,202.25	123,358.54
Roosevelt	48,540.72	55,510	8,459.54	-----	112,510.26
Rosebud	24,557.67	33,550	6,254.32	-----	64,361.99
Sanders	28,126.40	39,650	9,124.04	-----	76,900.44
Sheridan	27,158.61	47,580	10,351.98	-----	85,090.59
Silver Bow	147,739.19	107,970	3,436.80	1,860.00	261,005.99
Stillwater	20,293.35	34,770	5,335.34	1,769.21	62,167.90
Sweet Grass	13,216.38	24,400	4,406.26	5,562.63	47,585.27
Teton	27,975.18	38,430	10,247.62	-----	76,652.80
Toole	24,451.82	38,430	3,171.56	-----	66,053.38
Treasure	5,852.11	10,370	1,759.28	386.65	18,368.04
Valley	50,733.37	66,490	12,277.08	-----	129,500.45
Wheatland	12,611.51	18,910	1,506.32	1,441.59	34,469.42
Wibaux	8,740.35	14,640	2,549.60	4,277.15	30,207.10
Yellowstone	193,694.08	192,150	18,045.48	-----	403,889.56
TOTALS	\$ 2,114,711.87	\$ 2,606,530	\$ 387,203.32	\$ 91,708.08	\$ 5,200,153.27

DISTRIBUTION OF STATE FUNDS TO SCHOOLS, 1949-50

COUNTY	State I & I	State Equalization	Transportation	Total
Beaverhead	\$ 13,911.16	\$ 31,841.56	\$ 5,821.27	\$ 51,573.99
Big Horn	40,098.06	119,096.08	16,694.32	175,888.46
Blaine	28,374.26	122,610.37	16,293.00	167,277.63
Broadwater	7,696.62	18,279.40	7,261.49	33,237.51
Carbon	25,921.15	99,749.78	15,352.93	141,023.86
Carter	7,768.17	62,082.80	5,502.35	75,353.32
Cascade	110,686.18	283,823.86	23,412.00	417,922.04
Chouteau	16,435.81	44,774.39	15,441.42	76,651.62
Custer	33,198.70	109,137.81	4,946.59	147,283.10
Daniels	10,998.09	70,774.99	10,603.15	92,376.23
Dawson	23,447.60	126,987.63	9,282.54	159,717.77
Deer Lodge	31,134.00	38,809.27	5,374.38	75,317.65
Fallon	10,139.50	35,094.35	5,680.67	50,914.52
Fergus	33,852.86	123,073.73	14,141.25	171,067.84
Flathead	79,245.55	471,025.53	18,885.94	569,157.02
Gallatin	46,966.76	146,148.58	17,591.28	210,706.62
Garfield	5,867.02	27,228.70	2,919.29	36,015.01
Glacier	33,249.82	5,855.40	14,894.28	53,999.50
Golden Valley	3,434.35	1,544.62	3,217.31	8,196.28
Granite	6,613.17	4,170.86	4,386.99	15,171.02
Hill	36,868.14	123,036.60	11,260.00	171,164.74
Jefferson	8,524.54	30,654.02	12,526.70	51,705.26
Judith Basin	8,013.48	1,411.20	11,998.12	21,422.80
Lake	43,532.42	259,887.50	27,332.21	330,752.13
Lewis & Clark	52,404.48	71,952.07	23,459.19	147,815.74
Liberty	5,754.58	15,218.29	3,318.38	24,291.25
Lincoln	25,072.79	138,865.40	15,685.27	179,623.46
Madison	13,308.10	87,614.89	13,268.11	114,191.10
McCone	8,667.64	62,615.77	8,526.38	79,809.79
Meagher	4,425.81	779.40	3,484.44	8,689.65
Mineral	5,131.08	14,557.08	5,370.37	25,058.53
Missoula	75,657.88	308,125.60	11,754.45	395,537.93
Musselshell	11,866.90	68,363.54	5,903.80	86,134.24
Park	26,871.73	130,660.20	9,605.75	167,137.68
Petroleum	2,330.45	4,021.26	1,139.35	7,491.06
Phillips	21,035.38	95,265.72	8,033.33	124,334.43
Pondera	19,062.68	47,980.97	10,922.76	77,966.41
Powder River	6,122.54	32,852.00	3,868.07	42,842.61
Powell	13,737.40	44,856.20	11,327.67	69,921.27
Prairie	5,744.37	9,152.58	5,598.81	20,495.76
Ravalli	35,202.08	239,794.06	20,450.63	295,446.77
Richland	28,915.99	206,072.89	12,067.20	247,056.08
Roosevelt	33,730.22	143,842.00	17,702.33	195,274.55
Rosebud	16,681.12	7,989.42	16,032.29	40,702.83
Sanders	19,205.78	105,366.87	21,476.53	146,049.18
Sheridan	17,948.56	134,501.80	17,270.48	169,720.84
Silver Bow	103,265.54	114,527.90	5,287.23	223,080.67
Stillwater	13,992.92	75,624.20	11,319.99	100,937.11
Sweet Grass	9,250.25	32,622.69	4,644.77	46,517.71
Teton	19,543.08	73,670.18	21,163.13	114,376.39
Toole	17,028.64	50,202.56	5,752.07	72,983.27
Treasure	3,873.86	21,074.08	3,371.71	28,319.65
Valley	35,099.86	158,585.93	20,226.40	213,912.19
Wheatland	8,473.44	13,128.45	3,377.62	24,979.51
Wibaux	6,040.77	29,662.80	3,375.62	39,079.19
Yellowstone	138,937.79	485,384.74	29,005.53	653,328.06
TOTALS	\$ 1,470,361.12	\$ 5,382,030.57	\$ 634,609.14	\$ 7,487,000.83

DISTRIBUTION OF FEDERAL FUNDS TO SCHOOLS, 1948-49

COUNTY	Lunch	Indian	Vocational	Veteran Training	Taylor Grazing	Forest
Beaverhead	\$ 5,084.02	\$ 20,118.05	\$ 2,322.10	\$ 5,084.26	\$ 4,930.30	\$ 15,943.62
Big Horn	2,819.50	17,135.98	765.00	6,624.35	372.69	
Blaine			2,353.80	13,694.69	365.34	
Broadwater				6,795.18	237.03	1,437.35
Carbon	6,610.91		2,507.50	27,459.78	537.71	6,996.25
Carter					1,455.26	2,121.73
Cascade	14,014.96	5,744.35	9,588.69	7,137.45	237.47	1,219.80
Chouteau	2,090.13		3,936.63	213.91	1,168.76	220.06
Custer	1,204.99		4,339.08	11,191.69	834.53	
Daniels	1,651.87		624.75		178.35	
Dawson	1,098.52		750.00	1,972.09	259.96	
Deer Lodge	563.39		2,272.50		80.21	1,611.85
Fallon					122.08	
Fergus	3,380.53		2,993.75	9,414.17	580.69	637.65
Flathead	8,781.59	626.02	7,273.72	11,502.34		29,794.62
Gallatin	4,660.14		9,517.79	19,223.74	214.09	4,611.69
Garfield				1,325.85	2,881.98	
Glacier	3,487.05	45,802.28	3,370.64	11,789.43	65.62	174.12
Golden Valley	471.32				48.83	162.43
Granite					355.36	6,714.42
Hill	291.63	4,481.32	3,283.18		265.17	
Jefferson	610.91		2,166.25	8,843.85	148.97	5,060.89
Judith Basin	3,048.77		2,565.00	1,173.19	100.56	2,015.27
Lake	16,330.73	10,090.50	6,617.71	29,937.56		2,353.15
Lewis & Clark	4,305.43		8,929.50		992.72	7,679.03
Liberty					280.10	
Lincoln	3,055.40		1,294.88			50,315.42
Madison	3,362.32		3,484.83	292.39	2,283.22	8,774.79
McCone					929.46	
Meagher	384.62				486.94	3,128.10
Mineral	2,162.37					3,511.29
Missoula	6,128.42	467.83	4,273.00	543.92	78.82	5,524.67
Musselshell	973.88				117.66	
Park	287.86		2,582.50	939.07	181.55	6,837.62
Petroleum					251.97	
Phillips	4,889.06	6,761.53	3,203.92		1,034.26	192.13
Pondera	4,213.44	2,205.03	2,106.40		155.42	733.80
Powder River	658.21			9,625.09	737.00	8,049.07
Powell	845.21		1,740.00	13,702.78	762.37	6,349.41
Prairie				5,287.97	221.60	
Ravalli	14,388.11		3,968.90	16,719.00	50.54	7,346.00
Richland	1,187.13		3,150.96	156.23	813.47	
Roosevelt	6,222.27	35,713.19	1,927.65		117.97	
Rosebud	2,306.09	6,414.85	915.00		2,118.32	2,277.52
Sanders	6,537.43	3,899.34	1,376.70	9,140.69	24.32	3,267.98
Sheridan	5,419.48	1,767.20	3,270.00		174.76	
Silver Bow			6,150.38	2,865.19	151.70	2,146.80
Stillwater	2,815.04		210.00	2,724.82	105.44	4,472.86
Sweet Grass			2,427.00	7,809.64	340.80	3,307.80
Teton	5,649.22		4,281.75		404.35	1,617.80
Toole	1,945.24		2,336.24	16,857.30	700.90	
Treasure	811.31			2,139.33	106.99	
Valley	5,650.08	9,716.53	6,467.42	5,966.22	900.78	
Wheatland			2,480.20	2,838.30	54.47	
Wibaux					314.02	
Yellowstone	8,536.42		11,669.45	8,951.52	196.48	
TOTALS	\$ 168,935.00	\$ 170,944.00	\$ 145,494.77	\$ 279,942.99	\$ 30,529.36	\$ 207,059.72

DISTRIBUTION OF FEDERAL FUNDS TO SCHOOLS, 1949-50

COUNTY	Lunch	Indian	Vocational	Veteran Training	Taylor Grazing	Forest
Beaverhead	\$ 6,379.69	\$ 73,903.69	\$ 2,132.05	\$ 10,703.91	\$ 316.32	\$ 17,358.86
Big Horn	4,795.85	57,853.07	807.75	24,382.19		
Blaine			3,406.59	20,962.64	251.06	
Broadwater				8,215.75	57.62	1,773.18
Carbon	7,371.83		2,372.80	41,047.67	183.93	7,691.01
Carter				15,068.87	1,039.24	2,312.52
Cascade	13,940.36	11,531.05	11,164.32	12,072.91		2,173.24
Chouteau	2,069.60	225.00	3,299.48	6,445.98	13.01	392.06
Custer	1,250.97		3,925.80	17,225.99	515.97	
Daniels	1,564.35		606.39	10,880.20		
Dawson	431.60		775.04	6,830.28	75.43	
Deer Lodge	1,150.57		752.72		4.26	1,730.56
Fallon				7,856.53	87.01	
Fergus	3,415.43		3,008.78	11,398.80	260.44	1,136.06
Flathead	6,409.07		7,572.48	11,647.73		17,834.57
Gallatin	5,173.12		11,430.73	27,261.42		6,080.86
Garfield				5,667.66	1,131.05	
Glacier	4,291.85	132,389.33	3,671.39	37,138.63		310.23
Golden Valley	849.32				9.07	289.39
Granite			303.75			7,439.44
Hill	739.36	11,871.13	3,473.09	10,739.36		
Jefferson	1,261.71		1,722.20	9,352.45	88.35	5,412.40
Judith Basin	2,893.69		2,222.30	10,622.51		3,590.49
Lake	14,436.87	36,724.47	7,185.55	43,762.07		1,372.11
Lewis & Clark	3,269.68		8,852.64	5,636.37		10,608.11
Liberty				989.97		
Lincoln	3,578.92		1,165.22	1,839.09		83,757.80
Madison	3,961.49		3,955.52	7,200.99	95.67	9,716.01
McCone				4,769.53	288.40	
Meagher	945.17			1,111.75		5,264.84
Mineral	1,702.75			1,781.63		4,228.03
Missoula	6,854.07	1,391.81	4,970.58	9,140.15		5,871.78
Musselshell	1,130.67		662.80	2,635.64	11.21	
Park	223.63		3,874.46	7,669.65		8,832.11
Petroleum					203.83	
Phillips	4,655.96	16,209.06	3,019.41	24,684.20	904.78	342.15
Pondera	4,657.63	6,594.24	2,261.06	10,929.52		1,307.37
Powder River	675.27			12,992.86	498.35	8,772.84
Powell	1,008.76		1,453.50	17,003.14		5,818.90
Prairie				5,237.45	89.32	
Ravalli	12,119.10		5,803.01	23,231.63		9,479.36
Richland	1,336.54		2,863.48	5,730.80		
Roosevelt	6,107.40	97,190.10	3,248.60	8,568.19		
Rosebud	2,416.14	19,702.07	640.70	21,638.43	197.32	2,482.31
Sanders	6,213.59	11,345.40	1,355.37	15,921.85		2,518.09
Sheridan	4,562.80	5,693.22	2,843.21	3,053.85		
Silver Bow			4,916.25	4,887.30	59.05	2,248.47
Stillwater	4,365.54		1,530.33	18,092.41		4,875.06
Sweet Grass			2,138.59	15,053.78		3,977.51
Teton	6,939.85		3,032.76	20,061.61		2,882.33
Toole	1,819.64		2,816.56			
Treasure	1,094.95			9,179.04		
Valley	4,977.14	25,949.32	6,286.34	29,088.61	735.30	
Wheatland	272.80		2,292.45	7,706.46	.51	806.60
Wibaux						
Yellowstone	8,015.27		11,415.27	20,782.25		
TOTALS	\$ 171,330.00	\$ 508,572.96	\$ 151,231.32	\$ 665,901.70	\$ 7,116.50	\$ 250,686.65

PUBLIC SCHOOL PERMANENT LAND GRANT FUND

July 1, 1950

Value of unsold lands at \$10 per acre	\$43,217,002
Deferred payments on land sales.....	1,527,134
Farm Mortgage loans	684,688
County, city, town, and school district bonds	600,450
Montana Trust and Legacy Fund**	20,525,022
 PERMANENT FUND TOTAL.....	 \$66,554,296

**The Montana Trust and Legacy Fund went into operation on January 31, 1941. At that time all balances in the various permanent funds of the schools, the units of the Greater University, and other institutions, were transferred to this fund for investment. Previous to this time, the balance of each fund was invested by itself; now all balances can be lumped together to simplify investment in either small or large amounts, and no balance lies idle waiting for the right size investment.

When Montana became a state, the Federal government gave to it for the use of the public schools, alternate sections of land numbers 16 and 36 in each township. This grant amounted to 5,188,000 acres, of which 4,321,700 is unsold to date. When and if the land was sold, money from such sales was to go into a Permanent Fund, together with the money from the sale of timber, oil and gas royalties, coal, sand, and gravel royalties, 5 per cent of all interest and income from leases, etc., 5 per cent of all United States land sales in Montana, repayments on mortgages, bonds, and warrants and anything of a permanent nature of the land itself. This makes up the Permanent Fund.

Ninety-five per cent of the interest on the invested money of the Permanent Fund, together with 95 per cent of all rentals from grazing and agricultural lands still owned, rentals on oil and gas leases, interest on land sales, bonds, warrants, fees, penalties, and miscellaneous income, is turned into the INTEREST AND INCOME FUND, and is distributed each year to all the districts of the State, in proportion to the number of children in each between the ages of 6 and 21 years. The \$1,470,361.12 distributed last year from this fund gave each such district the sum of \$10.22 per such census child. This method of distribution is written into the Constitution.

Farm Loans and Repayments

The money received from land sales, interest and income on these lands, oil royalties, etc. is placed in two funds, as was mentioned above. The money placed in the permanent fund is invested as a part of the Trust and Legacy funds, and the law stipulates certain investments that can be made with this money.

From 1917 to 1924, the State Board of Land Commissioners invested several million dollars of this fund in farm loans. When a drought and adverse farming conditions prevailed, farmers were unable to pay the loans. For more than ten years the Legislative Assembly and the Board of Land Commissioners tried to assist the farmers in refinancing these loans. However, it was to no avail in the majority of cases, and all farm loan laws were repealed in 1933. In 1935 the Legislative Assembly passed legislation which recognized the loss to the school permanent fund of \$4,250,625.95 and agreed that the State should repay all of this sum.

The State took over all existing farm loans, all lands taken over by the State under such mortgages through foreclosure proceedings and otherwise, and all tenements, rights, claims, etc. They also agreed to pay interest on the above sum at the rate of 2 per cent per annum. A Farm Loan Sinking Fund was set up to handle all the above loans and lands, and any fund left after paying taxes and other costs, was to be paid over to the Public School Permanent Fund. Into this Farm Loan Sinking Fund was paid all income derived from grazing and agricultural leases, oil and gas leases and royalties and the proceeds from the sale of this land. The 2 per cent interest on the amount due goes into the Public School Interest and Income Fund, and the balance into the Public School Permanent Fund. With good farming years lately, the obligation to the Permanent Fund has been gradually reduced, until on July 1, 1950, only \$684,688.04 remained unpaid.

By Chapter 191, Laws of 1949, the Legislative Assembly increased the obligation of the State to these old farm loans by directing the State Board of Land Commissioners to "compute the total

amount of the interest payments, figured at the rate of interest contracted to be paid in each of such farm mortgage loans, lost to said public school permanent fund by reason of failure of payment of farm mortgage loans during the whole, or any part, of the period since such farm mortgage loans were executed, with credit to be granted on such interest payments due for the two per centum (2%) interest which has been paid since 1935; and upon satisfaction of the obligation of four million, two hundred fifty thousand, six hundred twenty-five and 95/100 dollars, (\$4,250,625.95), together with interest at two per centum (2%) per annum, acknowledged and directed to be paid above, the state treasurer shall on the last day of March, of June, of September, and of December, of each succeeding year transfer from the state farm loan sinking fund to the appropriate public school fund, pursuant to section 5 of article XI of the constitution, all moneys in the state farm loan sinking fund, and he shall notify the state auditor and the commissioner of state lands and investments of all such payments, until such total amount of interest payments as computed by the state board of land commissioners is fully paid."

INTEREST AND INCOME FUND REVENUE

School Lands

	1948	1949
Rentals—Grazing Leases	\$ 254,260.18	\$ 292,743.22
Agricultural Leases	846,174.47	491,960.57
Grazing fees collected by State Forester.....	5,376.84	6,623.46
Rentals on Oil and Gas Leases	409,170.27	253,467.94
Interest on Land Sales (Certificates of Purchase).....	35,558.72	25,058.91
Interest on Farm Mortgages	25,883.42	18,800.66
Interest on Bonds	31,608.55	25,720.19
Payments from United States—Parity	88.24	23.10
Earned Interest in Montana Trust — Legacy Fund	617,892.80*	406,349.50
Total	<hr/> \$2,226,013.49**	<hr/> \$1,547,747.55**

* In this amount was included \$197,268, the earned interest for 1947 which was not apportioned until January, 1948. This will account for the seeming difference in Earned Interest between 1948 and 1949. Earned interest for 1948 would actually be the \$617,892.80 less \$197,268.00 or \$420,624.80.

** Five per cent of these amounts are placed in the Common School Permanent Fund, with the balance being distributed to the school districts on the census basis.

Annual Apportionment of the Interest and Income Fund to the School Districts of the State

The money from the Interest and Income Fund is apportioned annually to the various school districts of the state on the basis of the number of children in each district between the ages of 6 and 21 years. This distribution is made according to constitutional provision. Since 1900 this distribution has been as follows by selected years.

YEAR	AMOUNT APPORTIONED	NUMBER SCHOOL AGE PERSONS	AMOUNT PER CAPITA
1900	\$ 80,428.50	53,619	\$ 1.50
1910	305,793.75	81,545	3.75
1920	969,756.00	161,625	6.00
1930	1,355,624.82	160,846	8.43
1940	864,417.01	154,898	5.58
1948	1,442,063.80	137,203	10.51
1949	2,114,711.87	139,846	15.12
1950	1,470,361.12	143,852	10.22
1951	1,956,719.68	145,788 (est.)	13.42

Additions to the permanent school fund, under the constitutional provision that 5 per cent of the public school interest and income fund shall be added annually to the permanent school fund, were \$111,300.62 in 1949, \$77,387.43 in 1950 and \$102,985.25 in 1951.

PUBLIC SCHOOL EXPENDITURES

	1948-1949	1949-1950
General Control	\$ 1,141,041.79	\$ 1,307,149.39
Salaries	(666,969.96)	(728,079.29)
Salaries	13,463,906.30	14,680,205.91
Textbooks, Stationery, Supplies	838,202.90	1,030,667.43
Operation and Maintenance of Plant	3,467,246.32	4,549,977.66
Salaries	(1,248,668.00)	(1,380,530.80)
Auxiliary Agencies		
Libraries	123,647.20	144,803.07
Promotion of Health	262,425.92	92,643.08
Transportation of Pupils	1,858,588.95	2,093,396.57
Other Auxiliary Agencies	289,053.57	325,107.69
Fixed Charges	539,829.90	826,703.92
Capital Outlay		
New Grounds, Buildings, Alterations	2,081,287.50	4,131,851.00
New Equipment	664,340.07	1,249,278.60
Liquidation of Debts	2,066,132.71	2,274,926.89
School Lunch Programs	329,410.57*	792,375.07
Refunds	76,156.22	28,792.72
Grand Total	\$27,201,269.92	\$33,527,879.00
Excluding Veterans Train. and Adult Educ. and lunch fees and donations	\$26,211,916.36	\$32,211,295.84
Total, excluding Transportation, School Lunch, Capital Outlay and Debt Service	\$19,536,584.01	\$22,191,602.10
Expended per pupil enrolled—		
Operation and Maintenance	\$ 194.43	\$ 212.57
Transferred to other districts	\$ 439,763.36	\$ 495,374.16
Balance on hand at end of fiscal year	\$14,069,449.28	\$13,424,305.63

* Actual expenditure was \$747,990.69. Balance in other items.

EXPENDITURES BY COUNTIES, 1948-1949

County	General Control	Salaries	Supplies For Instruc.	Op. & Main.	Transp.	Fixed Charges
Beaverhead	\$ 12,904.35	\$ 160,497.40	\$ 9,696.72	\$ 45,023.95	\$ 14,637.05	\$ 6,275.68
Big Horn	10,463.08	229,938.44	15,643.04	57,510.13	51,314.69	3,614.68
Blaine	22,504.70	258,959.66	13,409.58	41,433.06	40,907.39	4,986.49
Broadwater	9,031.13	71,128.72	5,523.14	23,258.84	20,922.22	4,710.15
Carbon	41,596.50	293,584.28	15,346.51	66,408.83	48,334.49	8,116.49
Carter	1,954.09	92,600.16	4,078.66	15,852.25	21,515.86	961.21
Cascade	60,741.77	956,650.99	61,004.80	218,937.95	66,671.10	37,811.76
Chouteau	19,567.37	231,274.80	14,639.87	67,661.95	46,747.01	10,594.14
Custer	25,471.56	228,669.71	11,311.85	59,583.97	12,677.86	6,035.66
Daniels	7,871.45	126,590.19	6,962.37	72,866.20	32,854.90	2,547.60
Dawson	20,254.56	235,790.12	10,212.64	43,398.59	20,542.54	12,660.20
Deer Lodge	17,518.64	258,707.20	14,119.40	63,258.22	26,675.05	9,291.52
Fallon	8,738.52	108,944.90	7,124.87	24,356.95	13,942.78	5,173.74
Fergus	39,864.39	377,800.63	23,265.37	204,339.94	41,476.73	15,239.78
Flathead	53,087.23	616,988.35	41,565.48	150,610.04	74,925.80	33,181.65
Gallatin	46,102.10	445,096.79	27,738.03	101,929.67	59,584.49	15,394.66
Garfield	6,856.09	93,430.94	6,526.80	19,619.44	7,052.69	6,901.22
Glacier	18,453.51	252,574.22	19,486.54	88,817.28	42,519.70	11,011.18
Golden Valley	8,495.42	47,015.69	2,594.09	10,997.62	5,267.65	1,286.61
Granite	13,043.63	65,064.84	5,056.87	27,823.70	13,142.57	3,830.00
Hill	31,518.81	319,400.56	20,095.72	73,157.59	28,668.41	16,178.73
Jefferson	11,363.60	104,069.30	7,424.92	43,567.99	35,377.42	4,765.55
Judith Basin	21,619.73	119,827.23	7,499.20	39,379.12	23,956.97	6,226.74
Lake	34,359.16	347,978.97	22,994.31	69,825.44	93,020.32	15,106.54
Lewis and Clark	32,570.58	471,281.41	33,870.13	159,998.92	52,250.26	22,471.80
Liberty	2,188.99	79,676.50	6,578.63	31,166.85	8,380.62	982.11
Lincoln	22,094.42	202,817.52	12,697.95	49,302.78	57,219.14	7,668.76
Madison	26,462.67	138,005.51	9,085.00	39,495.74	39,509.65	3,076.50
McCone	2,443.80	102,122.44	6,296.46	21,020.81	20,017.94	3,066.49
Meagher	6,735.91	50,754.44	1,615.29	16,811.65	7,298.29	595.60
Mineral	3,463.66	86,015.82	4,638.63	33,760.42	13,833.03	3,233.48
Missoula	24,588.06	595,595.17	55,399.17	142,303.32	42,821.44	35,989.03
Musselshell	9,549.65	134,363.19	6,979.87	35,072.32	13,556.80	4,735.72
Park	28,002.37	269,467.42	12,050.41	50,054.86	27,736.83	11,342.41
Petroleum	4,950.91	32,810.22	1,770.96	8,774.91	3,862.84	494.06
Phillips	21,390.19	190,960.97	9,362.51	40,620.38	19,655.60	8,888.37
Pondera	9,256.14	180,593.39	9,992.12	33,511.29	29,009.40	7,354.52
Powder River	5,954.43	94,494.23	6,236.56	16,341.68	16,798.51	3,730.34
Powell	8,713.76	156,209.32	9,338.53	43,283.04	37,378.95	3,990.43
Prairie	6,266.22	61,942.69	3,658.09	16,296.32	15,425.49	2,740.44
Ravalli	32,703.06	297,608.75	19,413.09	76,438.28	60,199.36	13,438.01
Richland	18,341.67	313,253.37	13,691.12	56,236.70	44,956.36	5,144.99
Roosevelt	42,803.85	307,617.51	14,918.15	65,146.17	45,376.47	11,117.01
Rosebud	13,980.09	163,643.84	11,964.87	64,772.92	40,336.30	19,143.20
Sanders	33,141.96	197,006.56	16,566.11	61,829.96	67,636.50	8,688.62
Sheridan	35,614.69	194,561.52	14,293.49	67,683.50	40,030.41	9,723.44
Silver Bow	36,736.67	849,002.79	36,430.05	179,881.88	17,606.55	39,222.68
Stillwater	23,426.34	144,200.89	7,070.72	34,098.79	29,605.35	8,084.56
Sweet Grass	5,909.38	113,541.74	7,504.05	16,959.96	14,382.29	3,210.99
Teton	25,247.27	223,039.40	12,959.70	50,879.63	76,258.92	5,403.15
Toole	22,083.11	186,676.09	13,283.56	46,518.29	20,296.85	6,948.80
Treasure	790.10	45,496.20	3,583.59	9,327.80	7,172.82	665.40
Valley	36,337.25	319,166.17	24,314.55	129,800.35	52,911.97	4,937.60
Wheatland	4,123.52	107,958.28	7,827.24	22,655.74	7,369.59	4,523.80
Wibaux	2,187.84	55,617.18	3,926.11	18,140.56	9,138.18	3,095.52
Yellowstone	49,601.84	1,047,526.57	67,565.41	199,439.78	77,820.51	34,220.05

\$1,141,041.79 \$13,455,611.19 \$838,202.90 \$3,467,244.32 \$1,858,588.91 \$539,829.86

EXPENDITURES BY COUNTIES, 1948-1949—(Continued)

County	Capital Outlay	Liquidation of Debt	Other	Total Expenditures
Beaverhead	\$ 11,642.34	\$ 38,763.34	\$ 3,077.79	\$ 302,518.62
Big Horn	21,573.68	13,543.18	48,288.80	451,889.72
Blaine	19,304.08	5,490.69	14,354.77	421,350.42
Broadwater	6,341.11	—	1,292.76	142,208.07
Carbon	67,574.98	13,399.42	25,680.61	580,042.11
Carter	3,682.37	182.48	1,387.42	142,214.50
Cascade	291,393.64	123,710.19	69,583.52	1,886,505.72
Chouteau	27,496.32	173,496.17	9,014.65	600,492.28
Custer	11,717.90	2,622.15	11,134.58	369,225.24
Daniels	26,045.43	—	10,903.40	286,641.54
Dawson	27,448.78	15,589.12	5,632.37	391,528.92
Deer Lodge	10,041.67	45,389.35	15,055.45	460,056.50
Fallon	4,146.68	4,530.49	1,346.42	178,305.35
Fergus	50,006.89	47,295.90	50,215.90	849,505.53
Flathead	174,314.50	23,396.64	52,172.09	1,220,241.78
Gallatin	22,635.46	24,181.50	32,427.99	775,090.69
Garfield	5,066.20	4,237.98	2,003.56	151,694.92
Glacier	48,079.05	28,942.44	27,342.64	537,226.56
Golden Valley	8,489.64	—	4,714.34	88,861.06
Granite	8,931.73	3,130.25	4,487.14	144,510.73
Hill	19,564.95	23,809.74	13,178.28	545,572.79
Jefferson	9,343.73	2,335.18	2,453.81	220,701.50
Judith Basin	17,757.79	7,149.48	17,466.35	260,882.61
Lake	37,440.17	56,848.46	68,252.79	745,826.16
Lewis and Clark	306,843.91	89,672.50	19,783.27	1,188,742.78
Liberty	10,315.80	3,636.16	6,652.56	149,578.22
Lincoln	11,853.65	119,741.03	23,811.90	507,207.15
Madison	23,977.18	7,262.14	16,663.34	303,537.73
McCone	17,941.15	877.34	1,260.52	175,046.95
Meagher	23,061.31	—	318.11	107,190.60
Mineral	7,638.96	751.11	9,776.77	163,111.88
Missoula	131,160.78	49,610.18	41,936.21	1,119,403.36
Musselshell	10,643.44	10,534.25	8,562.43	233,997.67
Park	260,287.83	29,206.32	8,587.98	696,736.43
Petroleum	3,857.47	129.16	463.01	57,113.54
Phillips	27,690.92	50,760.83	86,178.36	455,508.13
Pondera	29,698.36	24,120.32	21,601.95	345,137.49
Powder River	7,802.63	—	2,751.71	154,110.09
Powell	13,315.08	967.52	10,398.61	283,595.24
Prairie	10,140.97	3,075.00	501.75	120,046.97
Ravalli	40,110.98	7,186.03	56,130.51	603,228.07
Richland	56,964.58	34,305.80	12,882.45	555,777.04
Roosevelt	33,404.42	11,261.42	28,338.91	559,983.91
Rosebud	24,657.36	7,384.08	15,833.44	361,716.10
Sanders	61,344.76	10,755.41	35,532.59	492,502.47
Sheridan	24,556.35	26,148.98	29,520.92	442,133.30
Silver Bow	531,484.69	46,374.38	9,931.62	1,746,671.31
Stillwater	13,104.30	4,491.48	14,382.88	278,465.31
Sweet Grass	23,965.36	—	4,642.36	190,116.13
Teton	19,178.97	21,306.73	23,511.43	457,785.20
Toole	19,433.66	19,411.19	10,570.05	345,221.60
Treasure	2,773.95	1,297.43	1,917.88	73,025.17
Valley	5,791.42	7,711.54	20,559.88	601,530.73
Wheatland	2,504.42	11,900.03	662.60	169,525.22
Wibaux	3,089.32	—	6,399.15	101,593.86
Yellowstone	61,980.97	808,210.20	62,469.62	2,408,834.95
	\$ 2,750,614.04	\$ 2,066,132.71	\$ 1,084,002.20	\$27,201,267.92

EXPENDITURES BY COUNTIES, 1949-1950

County	General Control	Salaries	Supplies For Instruc.	Op. & Main.	Transp.	Fixed Charges
Beaverhead	\$ 18,415.86	\$ 161,893.61	\$ 13,184.53	\$ 66,787.44	\$ 17,504.65	\$ 7,682.18
Big Horn	14,166.85	256,931.38	25,179.18	82,113.80	53,488.86	2,731.85
Blaine	34,601.97	262,536.77	14,486.48	85,414.44	60,228.77	15,325.63
Broadwater	9,132.34	75,291.34	9,237.07	26,772.52	23,430.59	5,120.36
Carbon	44,798.02	336,758.08	24,704.95	135,581.98	56,227.38	19,570.90
Carter	4,826.34	118,320.83	5,915.90	23,523.04	19,890.92	2,553.04
Cascade	72,495.35	1,103,415.98	72,625.25	325,158.31	91,916.18	55,960.07
Chouteau	20,333.00	222,213.91	12,000.00	110,000.00	51,000.00	20,500.00
Custer	24,320.68	271,824.73	12,440.83	86,860.45	15,555.83	17,242.34
Daniels	13,226.26	129,429.47	6,743.77	49,125.80	30,971.66	7,791.63
Dawson	19,353.69	292,255.76	15,094.01	75,319.92	24,615.29	15,602.20
Deer Lodge	16,466.55	241,827.31	13,287.36	66,447.71	23,524.29	6,784.55
Fallon	9,072.52	121,397.44	5,005.65	44,737.41	17,440.08	6,213.58
Fergus	48,217.95	398,679.27	27,428.54	118,364.14	52,203.98	16,781.90
Flathead	60,552.01	700,287.95	58,813.81	264,919.02	78,683.67	48,854.00
Gallatin	50,970.11	473,493.19	41,489.49	162,410.88	51,901.19	26,691.56
Garfield	7,350.88	101,551.17	5,963.04	18,220.62	9,009.71	6,569.25
Glacier	26,070.33	300,758.65	19,577.56	121,340.97	47,144.43	13,914.21
Golden Valley	9,198.94	49,806.90	3,479.09	19,663.36	9,490.79	2,613.62
Granite	14,370.40	71,983.70	6,061.48	30,446.75	12,309.02	4,179.35
Hill	36,186.61	361,092.61	15,772.42	99,224.18	37,752.92	21,348.62
Jefferson	14,329.06	130,200.51	8,511.44	62,553.35	39,234.58	6,054.66
Judith Basin	19,365.07	119,489.06	7,950.28	49,491.24	29,469.09	7,607.70
Lake	17,732.61	432,104.88	31,814.10	121,981.44	114,264.03	22,687.11
Lewis and Clark	31,402.59	511,252.26	39,462.99	182,163.62	67,734.41	32,021.58
Liberty	2,721.41	86,669.87	6,499.46	44,573.44	10,129.35	5,423.73
Lincoln	30,693.98	223,207.87	17,700.59	67,131.46	63,899.03	13,783.14
Madison	28,201.53	150,267.74	14,804.82	72,101.05	40,447.52	8,371.61
McCone	6,417.02	100,613.16	7,410.09	22,110.76	26,373.46	5,042.36
Meagher	7,189.46	51,893.46	3,789.84	21,740.94	9,117.19	3,896.78
Mineral	10,519.05	95,914.14	6,918.82	37,670.28	15,045.49	5,197.30
Missoula	42,922.90	651,090.98	77,820.98	219,270.51	60,791.39	49,315.43
Musselshell	22,965.11	138,488.89	8,104.46	59,015.29	16,093.49	8,149.74
Park	30,733.60	303,365.26	18,014.35	72,935.77	28,413.09	17,458.35
Petroleum	5,155.68	39,462.46	3,965.06	11,782.59	3,462.21	—
Phillips	20,835.10	207,123.84	14,532.46	130,772.37	19,693.06	13,941.81
Pondera	14,479.34	209,101.69	12,417.93	74,061.24	31,752.18	9,186.22
Powder River	6,520.41	92,587.42	6,340.08	30,090.64	11,103.60	4,249.70
Powell	15,035.70	157,145.66	10,473.48	60,460.08	37,422.58	9,309.62
Prairie	4,443.10	62,011.80	4,524.22	27,650.25	16,226.29	3,738.00
Ravalli	37,587.99	310,428.62	28,704.13	122,935.21	73,686.28	19,121.25
Richland	33,465.40	327,697.99	20,731.72	98,438.11	38,405.13	15,861.45
Roosevelt	46,730.51	333,934.78	21,327.08	99,707.10	49,525.85	23,170.86
Rosebud	17,035.13	168,028.95	7,701.19	93,941.12	46,124.06	20,406.37
Sanders	31,993.45	224,947.53	18,882.30	79,214.48	71,083.58	11,932.68
Sheridan	36,125.57	212,895.55	17,497.76	121,411.65	46,712.06	10,846.69
Silver Bow	38,412.43	867,224.72	41,758.17	375,130.50	16,935.96	46,103.33
Stillwater	25,872.10	181,714.57	10,921.56	61,284.35	33,004.58	10,288.98
Sweet Grass	11,237.47	115,742.20	8,475.74	33,115.93	16,184.03	6,901.97
Teton	25,813.45	228,861.26	17,682.13	95,528.07	70,841.06	6,949.43
Toole	7,854.53	250,722.92	—	82,353.90	27,401.85	9,154.73
Treasure	5,167.53	42,345.34	5,960.99	21,319.12	9,312.10	2,470.32
Valley	45,596.04	358,257.35	28,016.95	154,334.63	64,872.22	21,147.17
Wheatland	3,559.98	116,434.23	9,543.93	26,961.69	10,992.96	5,843.95
Wibaux	5,703.94	63,533.57	4,950.52	17,787.60	7,046.57	2,508.05
Yellowstone	49,204.49	1,247,099.81	78,967.40	287,225.49	86,306.03	64,531.01

\$1,307,149.39 \$14,863,610.39 \$1,030,667.43 \$5,150,678.01 \$2,093,396.57 \$826,703.92

EXPENDITURES BY COUNTIES, 1949-1950—(Continued)

County	Capital Outlay	Liquidation of Debt	Other	Total Expenditures
Beaverhead.....	\$ 22,180.26	\$ 33,462.32	\$ 7,599.91	\$ 348,710.76
Big Horn.....	17,353.26	13,160.68	56,640.18	521,766.04
Blaine.....	33,225.15	3,777.68	34,930.59	544,527.48
Broadwater.....	6,204.71	1,076.16	2,618.32	158,883.41
Carbon.....	91,136.00	24,627.34	45,013.01	778,417.66
Carter.....	6,060.01	119.23	2,586.36	183,795.67
Cascade.....	612,748.59	149,218.49	72,522.47	2,556,060.69
Chouteau.....	55,000.00	135,800.00	45,300.00	672,146.91
Custer.....	27,226.46	7,328.89	9,605.02	472,405.23
Daniels.....	43,528.73		16,005.13	296,822.45
Dawson.....	22,720.16	3,677.03	6,145.09	474,783.15
Deer Lodge.....	1,101.12	59,640.00	28,058.91	457,137.80
Fallon.....	5,314.06	3,770.25	2,242.59	215,193.58
Fergus.....	283,154.16	34,121.36	43,996.85	1,022,948.15
Flathead.....	166,082.03	28,222.60	70,457.96	1,476,873.05
Gallatin.....	33,585.92	19,971.96	38,298.43	898,812.73
Garfield.....	6,687.49	5,634.40	1,825.31	162,811.87
Glacier.....	38,233.73	257,421.82	34,038.64	858,500.34
Golden Valley.....	4,016.05		4,754.30	103,023.05
Granite.....	9,096.34	2,001.75	3,368.04	153,816.83
Hill.....	27,837.36	4,956.49	31,013.94	635,185.15
Jefferson.....	18,486.36	103.29	13,898.32	293,371.57
Judith Basin.....	12,609.87	14,443.54	20,205.70	280,631.55
Lake.....	34,290.91	336,778.48	63,537.17	1,175,190.73
Lewis and Clark.....	237,375.03	102,899.59	20,554.07	1,224,866.14
Liberty.....	13,915.86	3,986.16	2,436.16	176,355.44
Lincoln.....	23,435.74	354,363.37	25,726.80	819,942.06
Madison.....	14,178.35	6,975.70	20,440.04	355,788.36
McCone.....	6,908.27	877.34	1,108.25	176,860.31
Meagher.....	8,175.25		12,093.19	117,896.11
Mineral.....	10,442.03	18,206.44	10,854.61	210,768.16
Missoula.....	458,379.61	129,725.54	48,254.33	1,737,571.67
Musselshell.....	19,430.94	12,680.08	11,982.64	296,910.64
Park.....	77,082.85	39,403.18	9,660.31	597,066.76
Petroleum.....	3,701.54	129.16	975.46	68,634.16
Phillips.....	109,607.87	30,600.99	20,076.22	567,183.72
Pondera.....	111,402.94	22,932.72	27,190.49	512,524.75
Powder River.....	5,474.81		7,460.44	163,827.10
Powell.....	39,952.30	16,774.94	8,576.61	355,150.97
Prairie.....	10,901.16		682.76	130,177.58
Ravalli.....	336,100.63	38,956.89	85,952.47	1,053,473.47
Richland.....	369,366.69	27,339.25	22,805.90	954,111.64
Roosevelt.....	216,059.59	15,887.58	32,378.51	838,721.86
Rosebud.....	117,517.06	17,038.06	20,365.46	508,157.40
Sanders.....	36,852.33	13,884.83	38,381.61	527,172.79
Sheridan.....	20,403.58	7,743.98	25,410.56	499,047.40
Silver Bow.....	2,988.37	65,249.93	13,529.93	1,467,333.34
Stillwater.....	128,173.82	5,590.21	23,456.02	480,306.19
Sweet Grass.....	24,154.45	1,049.16	1,975.44	218,836.39
Teton.....	71,541.10	9,772.67	41,945.01	568,934.18
Toole.....	82,710.42	22,155.00	21,726.60	504,079.95
Treasure.....	2,347.03	362.63	5,565.97	94,848.77
Valley.....	87,892.22	5,745.78	34,126.62	794,238.98
Wheatland.....	4,552.47	19,220.97	6,289.26	203,401.88
Wibaux.....	2,983.34		4,205.05	108,718.64
Yellowstone.....	439,521.51	146,060.98	54,239.62	2,453,156.34
	\$ 4,671,407.89	\$ 2,274,926.89	\$ 1,309,338.51	\$33,527,879.00

AVERAGE LEVIES ON LOCAL PROPERTY

County	Elementary General		H.S. (Co.)		Dist.		H.S. Dist.		Total Average Levies	
	1948	1949	1948	1949	1948	1949	1948	1949	1948	1949
Beaverhead	10.	10.	9.58	11.04	13.39	18.14	3.81	3.89	36.78	43.07
Big Horn	10.	10.	10.70	14.00	28.86	20.09	—	—	49.56	44.09
Blaine	10.	10.	13.79	12.37	25.18	16.42	1.05	2.77	50.02	41.56
Broadwater	10.	10.	15.55	15.00	11.03	10.75	—	—	36.58	35.75
Carbon	8.	10.	12.80	11.00	18.51	22.83	2.45	—	41.76	43.83
Carter	8.	10.	14.50	13.50	12.40	12.80	—	—	34.90	36.30
Cascade	10.	10.	10.27	11.30	23.35	22.79	—	—	43.62	44.09
Chouteau	10.	10.	11.30	11.75	17.74	14.50	1.51	2.41	40.55	38.66
Custer	10.	10.	16.00	14.14	7.79	9.74	—	—	33.79	33.88
Daniels	10.	10.	13.10	12.60	23.57	25.08	1.88	5.20	48.55	52.88
Dawson	8.	10.	14.00	10.00	12.87	19.42	1.15	6.03	36.02	45.45
Deer Lodge	10.	7.41	12.50	11.21	13.58	15.08	—	—	36.08	33.70
Fallon	10.	10.90	10.30	10.00	19.22	16.75	—	2.69	39.52	40.34
Fergus	10.	10.	10.61	11.20	22.08	15.54	5.02	8.25	47.71	44.99
Flathead	10.	10.	23.59	13.32	36.52	27.97	2.13	10.83	72.24	62.12
Gallatin	10.	10.	11.40	10.00	18.00	14.99	4.47	6.87	43.87	41.86
Garfield	10.	10.	5.00	14.00	11.93	5.16	7.24	3.42	34.17	32.58
Glacier	8.62	9.74	6.62	8.34	15.72	15.69	—	—	30.96	33.77
Golden Valley	10.	10.	7.30	11.10	12.06	10.76	3.87	2.12	33.23	33.98
Granite	8.	10.	12.32	10.70	12.68	13.69	2.41	2.88	35.41	37.27
Hill	10.	10.	12.60	10.80	20.80	15.80	4.78	6.30	48.18	42.90
Jefferson	10.	10.	11.87	12.65	14.49	13.53	5.03	5.25	41.39	41.43
Judith Basin	10.	10.	6.51	9.20	15.03	11.77	4.51	5.25	36.05	36.22
Lake	10.	10.	21.00	10.00	33.18	32.44	3.45	5.06	67.63	57.50
Lewis and Clark	10.	10.	9.65	11.49	22.89	22.22	2.57	4.90	45.11	48.61
Liberty	10.	10.	8.37	8.80	22.33	16.10	—	2.49	40.70	37.39
Lincoln	9.	10.	18.56	14.02	18.21	26.18	—	—	45.77	50.20
Madison	9.	10.	17.70	13.40	21.61	22.77	—	—	48.31	46.17
McCone	10.	10.	14.00	17.00	20.00	15.00	—	—	44.00	42.00
Meagher	8.	10.	8.00	9.50	5.71	7.27	—	—	21.71	26.77
Mineral	10.	10.	7.22	12.15	25.90	24.95	—	—	43.12	47.10
Missoula	10.	15.60	16.26	10.00	25.50	26.62	—	—	51.76	52.22
Musselshell	10.	10.	17.70	10.00	20.92	38.36	—	—	48.62	58.36
Park	10.	10.	13.00	11.82	22.13	17.12	1.55	4.29	46.68	43.23
Petroleum	8.	10.	9.00	11.00	14.00	10.46	—	—	31.00	31.46
Phillips	10.	10.	11.59	11.47	15.31	14.79	—	4.39	36.90	40.65
Pondera	10.	10.37	11.19	10.94	16.74	13.30	3.15	6.18	41.08	40.79
Powder River	8.	10.	11.60	12.80	14.12	9.85	—	—	33.72	32.65
Powell	8.	10.	10.10	13.60	10.57	15.03	4.77	2.03	33.44	40.66
Prairie	10.	10.	7.70	10.12	10.48	10.94	—	—	28.18	31.06
Ravalli	10.	10.	27.92	13.71	31.87	37.45	—	—	69.79	61.16
Richland	10.	10.	18.55	12.38	29.15	26.03	2.10	15.05	59.80	63.46
Roosevelt	9.	10.	17.80	11.70	26.12	29.69	—	8.25	52.92	59.64
Rosebud	8.	10.	9.50	10.80	15.71	12.86	3.99	3.92	37.20	37.58
Sanders	10.	10.	15.85	13.33	26.94	16.52	1.81	5.35	54.60	45.20
Sheridan	10.	10.	15.54	10.60	33.99	23.88	—	—	59.53	44.48
Silver Bow	10.	10.	13.21	10.37	21.19	19.53	—	—	44.40	39.90
Stillwater	8.	10.	10.90	12.10	19.85	15.19	—	3.57	38.75	40.86
Sweet Grass	8.	10.	16.75	12.00	13.70	12.69	—	—	38.45	34.69
Teton	10.	10.	13.78	13.03	17.79	23.86	1.73	1.39	43.30	48.28
Toole	8.65	10.55	9.85	11.55	22.05	25.35	—	—	40.55	47.45
Treasure	10.	10.	13.33	14.72	10.64	10.26	.33	.51	34.30	35.49
Valley	10.	10.	16.42	11.50	30.84	22.71	—	—	57.26	44.21
Wheatland	8.50	10.	10.00	11.20	13.70	20.30	—	—	32.20	41.50
Wibaux	10.	10.	11.80	13.00	15.00	12.43	—	—	36.80	35.43
Yellowstone	9.50	10.	10.50	11.20	24.31	16.98	—	—	44.31	38.18
The STATE	9.616	10.2	12.911	11.56	20.928	19.64	1.33	2.537	44.785	43.857

LOCAL REVENUE FROM TAXES ON PROPERTY

The State

School Year Beginning	Elementary General	H. S. (Co.)	District	H. S. District	Total
1939	\$2,077,123	\$3,470,232	\$4,130,338	\$-----	\$ 9,677,693
1940	2,058,353	3,503,547	3,940,205	-----	9,502,105
1941	2,213,812	3,570,825	3,728,327	212,580	9,725,544
1942	2,239,163	3,258,401	3,312,310	156,015	8,965,889
1943	2,342,310	3,329,166	3,520,271	139,156	9,330,903
1944	2,421,136	3,137,810	3,628,421	168,410	9,355,777
1945	2,507,787	4,145,445	4,306,588	185,440	11,145,260
1946	2,562,879	4,469,785	4,899,355	265,104	12,197,123
1947	3,545,904	5,402,483	7,216,808	634,135	16,799,330
1948	4,011,443	5,386,216	8,730,289	555,832	18,683,780
1949	4,603,690	5,262,195	8,941,600	1,154,925	19,962,410
1950	4,589,905	5,423,579	8,851,814	1,272,622	20,137,920

TOTAL COST OF EDUCATION IN MONTANA BY SELECTED YEARS

Year Ending	Total Cost	Excluding Debt Service, Capitol Outlay & Transp. Adult & Lunch
1932	\$13,331,191	\$10,097,198
1935	10,990,083	8,230,445
1937	14,341,686	8,982,281
1939	14,406,408	9,324,577
1941	12,842,506	9,419,838
1942	14,371,107	9,829,403
1943	12,895,232	10,063,896
1944	13,809,213	10,643,503
1945	13,941,462	11,349,322
1946	15,509,990	12,771,121
1947	17,096,203	14,007,585
1948	22,195,508	18,154,071
1949	27,196,288	19,536,584
1950	33,527,879	22,191,602

As will be noted from the above figures, the total cost of education has more than doubled since 1941. However, in comparing these costs we must take into consideration the cost-of-living index which has risen since prewar years from 100 to 172, and building costs to nearly 300 per cent. This means that it takes \$1.72 to over \$3.00 to buy what \$1.00 bought in prewar years. Add to this the fact that our birth rate has increased and that many services and courses have been added to school curricula due to the demands of the people, the increase is not out of line.

In 1932 in the bottom of the depression, when income payments in Montana were \$162,000,000, we spent over 8 per cent of this total income for public school support. In 1947 when our total income payments had increased to \$800,000,000 only 2.56 per cent was needed for the support of public education.

In 1948-49 slightly over \$27,000,000 was the overall cost of public elementary and secondary schools. In 1949-50 this had increased to \$33,500,000, due principally to capital outlay, adult programs and deferred maintenance funds set aside for postwar building spending. This money is an investment in the boys and girls of Montana and profits will be paid off to them and to the State of Montana for centuries to come. Contrast this with approximately \$26,000,000 spent on punchboards in Montana, \$35,000,000 or more on alcoholic beverages, \$15,000,000 for tobacco and its products, and about \$26,000,000 for automobile transportation, and another \$24,000,000 for recreation, and we see that this amount is not out of proportion.

It is unfortunate that the bulk of school support must come from taxes on property. On this basis we find that education took 44c out of every property tax dollar. When we take into consideration that some \$53,000,000 was collected in taxes by the State from personal income, corporation license, gasoline, and other taxes, and that \$45,000,000 was collected by local, district and county governments in property taxes, we find that the schools received 20c out of every such dollar of tax collection. Add to the above figures the approximately \$150,000,000 collected by the Federal government from Montana people in income taxes, excise taxes, and other hidden taxes, the people of Montana paid a total tax bill of around \$248,000,000. On this basis public education in Montana elementary and secondary schools received 11c out of every such tax dollar.

STATISTICAL DATA

1949-50

896 one-room schools enrolled 8,281 pupils
98 two-room schools enrolled 3,619 pupils
227 city and town elementary schools enrolled 66,720 pupils
161 district high schools enrolled 19,350 pupils
18 county high schools enrolled 6,251 pupils.

Pupils

78,620 elementary pupils
25,601 high school pupils

Census

72,705 census pupils under six years of age
143,853 census pupils six to twenty-one years of age

Graduates

7,366 eighth grade graduates
4,942 high school graduates

Teachers

1,092 rural one- and two-room teachers
2,566 city and town elementary teachers
1,466 high school teachers

Private Schools

48 private elementary schools enrolling 9,290 pupils
22 private high schools enrolling 2,639 pupils

Births

10,004 births in 1930
11,468 births in 1940
15,825 births in 1950 (Est.)

KINDERGARTENS

In 1949-50 ten Montana school districts operated public kindergartens. These were located at:

Dillon	44	pupils	East Helena	20	pupils
Hardin	17	"	Livingston	104	"
Bozeman	160	"	Deer Lodge	63	"
Great Falls	683	"	Thompson Falls	27	"
Lewistown	126	"	Shelby	65	"
Browning	50	"			

The cost of kindergarten operation is an obligation of the district alone, since state and county aid is not available to children of this age. Strong support has been building up to revise state laws to include kindergarten operation and maintenance costs in the foundation program.

JUNIOR COLLEGES

There are only two junior colleges in Montana operated by local school districts. These are at Glendive with 34 students and Miles City with 66 students.

Junior colleges are operated in Montana in conjunction with a high school and are under the supervision of the high school board. A junior college may be initiated by a petition from registered voters or by a high school board. Approval of the State Superintendent and the voters is necessary for its establishment.

Junior colleges are supported by a flat tuition charge of not to exceed \$125 per year, and by revenue derived in the same manner as for high schools.

BIRTHS IN MONTANA

Year	Total	Year	Total
1920	11,862	1944	10,765
1930	10,004	1945	10,403
1935	10,029	1946	12,661
1940	11,468	1947	14,770
1941	11,513	1948	14,992
1942	11,588	1949	15,359
1943	11,258	1950	15,825 (Est.)

CENSUS DATA

County	Census, 1939-40		Census, 1948-49		Census, 1949-50	
	6-21	Under 6	6-21	Under 6	6-21	Under 6
Beaverhead	1,443	522	1,379	621	1,361	688
Big Horn	3,667	1,007	3,678	1,611	3,923	1,740
Blaine	2,927	1,193	2,778	1,175	2,776	1,182
Broadwater	872	270	754	360	753	374
Carbon	3,630	1,104	2,523	1,195	2,536	1,113
Carter	927	355	739	333	760	361
Cascade	10,151	3,539	10,240	5,807	10,829	6,684
Chouteau	1,952	660	1,604	840	1,608	841
Custer	2,765	849	3,216	1,619	3,248	1,740
Daniels	1,462	507	1,076	480	1,076	507
Dawson	2,483	877	2,188	1,304	2,294	1,329
Deer Lodge	3,312	1,145	2,879	1,860	3,046	1,726
Fallon	1,275	421	939	482	992	525
Fergus	3,890	1,231	3,203	1,648	3,312	1,759
Flathead	6,898	2,286	7,513	3,602	7,753	3,922
Gallatin	4,804	1,665	4,466	2,551	4,595	2,760
Garfield	813	254	609	348	574	339
Glacier	2,826	1,254	3,132	1,414	3,253	1,311
Golden Valley	469	135	337	176	336	171
Granite	802	324	645	296	647	263
Hill	3,977	1,193	3,560	1,899	3,607	2,085
Jefferson	1,017	422	844	438	834	423
Judith Basin	1,005	338	779	387	784	399
Lake	4,447	1,642	4,369	1,522	4,259	1,619
Lewis and Clark	4,815	2,634	4,804	2,596	5,127	2,803
Liberty	612	213	465	223	563	273
Lincoln	2,172	859	2,339	1,067	2,453	1,101
Madison	1,284	442	1,273	524	1,302	547
McCone	1,702	685	860	457	848	500
Meagher	492	208	375	210	433	208
Mineral	460	186	460	249	502	238
Missoula	6,796	2,460	7,198	4,211	7,402	4,406
Musselshell	1,763	410	1,124	617	1,161	706
Park	2,936	963	2,577	1,342	2,629	1,346
Petroleum	321	77	241	129	228	136
Phillips	2,409	823	2,273	642	2,058	676
Pondera	2,102	679	1,820	852	1,865	849
Powder River	968	268	629	297	599	338
Powell	1,323	468	1,319	686	1,344	688
Prairie	761	240	566	308	562	325
Ravalli	3,807	1,312	3,414	1,469	3,444	1,516
Richland	3,164	1,121	2,693	1,408	2,829	1,470
Roosevelt	3,538	1,087	3,210	1,470	3,300	1,518
Rosebud	2,070	687	1,623	786	1,632	796
Sanders	1,945	675	1,860	785	1,879	756
Sheridan	2,529	733	1,796	849	1,756	863
Silver Bow	14,003	3,832	9,770	4,356	10,103	4,462
Stillwater	1,633	591	1,341	639	1,369	668
Sweet Grass	985	369	874	354	905	379
Teton	2,020	627	1,850	901	1,912	968
Toole	1,679	687	1,617	887	1,666	879
Treasure	487	191	387	162	379	210
Valley	4,571	1,601	3,355	1,556	3,434	1,571
Wheatland	920	296	834	380	829	368
Wibaux	685	230	578	254	591	222
Yellowstone	11,754	4,353	12,809	6,680	13,593	7,058
	154,520	53,200	139,784	69,314	143,853	72,705

STATISTICAL DATA, 1948-49

County	El.	Teachers H.S.	Original Kind. Ele.	Enrollment H.S.	A.D.A. Elem.	H.S.	A.N.B. Elem.	H.S.	8th Grade Grad- uates
Beaverhead	47	17	876	272	749.4	251.7	789.8	263	77
Big Horn	68	17	1,654	344	1,429.1	294.5	1,525	312.9	150
Blaine	72	24	1,369	417	1,203.6	387.2	1,279.7	388.6	162
Broadwater	21	7	424	127	395.3	112.	416.6	122.	52
Carbon	74	40	1,460	610	1,286.5	554.	1,335.8	572.8	180
Carter	39	7	435	142	383.	131.8	396.	139.2	38
Cascade	249	88	5,974	1,941	5,395.7	1,783.4	5,613.1	1,842.6	586
Chouteau	66	28	899	321	804.6	311.2	833.2	325.	101
Custer	62	30	1,365	528	1,204.7	472.	1,259.6	506.4	163
Daniels	33	15	652	233	589.	210.3	616.	220.7	62
Dawson	73½	25	1,196	415	1,138.7	371.6	1,191.2	389.3	112
Deer Lodge	44	27	1,127	449	1,019.8	406.6	1,074.8	432.7	115
Fallon	37	14	518	169	477.	150.3	498.2	156.	59
Fergus	112	45	1,736	558	1,607.2	505.8	1,691.2	528.9	190
Flathead	173½	63½	4,644	1,443	4,120.2	1,329.7	4,381.	1,392.	461
Gallatin	107	48	2,501	858	2,222.3	797.9	2,329.	826.6	243
Garfield	35	8	362	107	306.9	98.8	318.9	103.4	32
Glacier	65	21	1,628	370	1,326.3	313.8	1,426.7	341.6	117
Golden Valley	15	6	179	74	167.8	70.1	173.7	73.2	18
Granite	19	10	389	129	353.9	117.4	370.	124.	33
Hill	84	39	1,522	649	1,383.9	576.9	1,442.4	606.9	148
Jefferson	16	5	541	198	479.2	170.5	504.5	187.8	60
Judith Basin	29	17	406	153	375.5	135.6	418.5	149.5	56
Lake	86½	43½	2,336	795	2,104.3	711.7	2,210.7	752.8	259
Lewis and Clark	103	37	2,383	866	2,158.3	803.4	2,259.4	835.9	222
Liberty	21	9	291	87	283.	78.3	293.	81.	28
Lincoln	56	24	1,427	416	1,276.4	353.9	1,343.	373.5	136
Madison	31	23	719	285	688.3	254.9	720.	268.7	65
McCone	36	8	451	147	407.6	135.4	426.4	146.6	40
Meagher	16½	4½	244	76	219.4	68.6	218.	69.7	23
Mineral	21	11	349	107	321.4	96.4	332.5	102.	25
Missoula	133	50½	3,672	1,274	3,393.	1,106.	3,455.5	1,159.9	325
Musselshell	31	19	709	260	555.	233.4	578.5	242.5	50
Park	81	29	1,518	565	1,353.5	498.9	1,414.9	535.4	151
Petroleum	11	4	123	45	118.1	40.9	122.4	42.3	8
Phillips	57	23	1,086	328	988.8	281.6	1,041.2	303.6	107
Pondera	51	19	999	316	862.4	282.9	913.1	300.3	70
Powder River	34	7	344	96	287.5	84.6	302.6	94.6	29
Powell	41	15	877	245	764.5	222.3	804.8	231.7	74
Prairie	16½	7½	334	114	313.7	105.4	327.9	110.5	32
Ravalli	70½	38½	2,189	728	1,948.8	657.	2,031.4	690.3	212
Richland	88	30	1,703	552	1,542.4	499.8	1,620.7	522.	195
Roosevelt	75	40	1,724	487	1,547.3	428.4	1,611.1	449.7	128
Rosebud	41½	21½	854	242	756.6	216.6	796.5	225.8	87
Sanders	51	26	1,186	348	1,068.9	304.5	1,120.8	320.3	110
Sheridan	55	28	1,011	392	936.	357.1	973.4	370.3	95
Silver Bow	167	50	4,063	1,398	3,621.3	1,286.9	3,792.3	1,357.3	405
Stillwater	44	21	760	282	698.6	250.6	729.1	265.9	81
Sweet Grass	36	10	519	183	475.	161.7	493.5	169.5	69
Teton	47	29	1,037	394	953.7	367.	999.5	385.	98
Toole	47	24	1,078	303	864.	274.2	903.6	287.3	74
Treasure	14	5	229	50	193.	47.	206.6	48.7	24
Valley	83	35	1,859	611	1,657.5	537.4	1,744.	575.	189
Wheatland	25	15	492	166	426.3	145.4	449.7	153.	47
Wibaux	21	5	313	83	275.4	79.8	294.9	83.9	14
Yellowstone	255½	96½	7,011	2,152	6,267.3	1,939.3	6,573.1	2,028.5	656

3,488 1,410 75,747 24,900 67,647 22,464 70,989 23,589 7,343

STATISTICAL DATA, 1949-50

County	No. Teachers Elem.	H.S.	Original Enrollment Elem.	H.S.	A.D.A. Elem.	H.S.	A.N.B. Elem.	H.S.	8th Grade Graduates
Beaverhead	47	16	872	269	753	234	800	95	37
Big Horn	77	17	1,652	354	1,435	311	1,539	332	145
Blaine	74½	25½	1,453	464	1,300	429	1,364	442	130
Broadwater	18	11½	345	122	324	211	336	224	37
Carbon	76½	47½	1,456	587	1,331	544	1,375	562	156
Carter	44	8	422	146	398	131	413	138	39
Cascade	254	92	6,525	1,881	5,782	1,698	6,076	1,763	580
Chouteau	66	28	927	329	832	301	863	324	100
Custer	67	26	1,473	550	1,350	471	1,315	505	155
Daniels	35	16	671	227	604	209	632	221	75
Dawson	79½	22	1,298	427	1,185	393	1,237	414	122
Deer Lodge	47	19	1,237	440	1,125	403	1,178	431	110
Fallon	38½	13½	558	181	499	163	528	171	55
Fergus	112	44½	1,911	591	1,695	526	1,794	560	193
Flathead	178½	69½	4,722	1,578	4,170	1,371	4,446	1,444	455
Gallatin	109	49	2,552	889	2,330	810	2,387	840	245
Garfield	38	6	341	94	411	91	307	97	42
Glacier	68	21	1,710	425	1,421	346	1,524	374	127
Golden Valley	16	6	197	70	187	67	194	70	26
Granite	19	10	408	129	367	116	384	123	35
Hill	85	36	1,541	597	1,423	532	1,489	556	62
Jefferson	26	16	545	195	507	178	533	192	61
Judith Basin	29	17	408	158	383	147	400	157	47
Lake	91	47	2,330	859	2,093	753	2,212	787	245
Lewis and Clark	110	39	2,632	904	2,368	821	2,475	860	274
Liberty	25	8	340	87	306	83	321	86	28
Lincoln	61	25	1,537	443	1,357	285	1,458	407	141
Madison	32	26	717	281	662	257	685	266	84
McCone	35	8	458	141	416	128	441	134	46
Meagher	16½	4½	268	79	237	72	244	74	23
Mineral	23½	12	377	106	339	96	354	100	30
Missoula	146	54	3,902	1,328	3,537	1,153	3,705	1,226	338
Musselshell	35½	18½	657	228	604	201	629	210	61
Park	81	30	1,671	592	1,443	530	1,505	551	141
Petroleum	12	4	146	38	130	35	136	37	12
Phillips	61	24	1,054	338	956	292	996	308	116
Pondera	54	22	1,058	285	966	260	1,015	273	116
Powder River	38	7	359	98	317	89	339	92	35
Powell	44	13	896	268	773	243	815	251	70
Prairie	16½	7½	337	107	320	93	331	98	26
Ravalli	72½	44½	2,236	741	2,011	669	2,105	707	221
Richland	89	32	1,673	575	1,520	528	1,577	552	176
Roosevelt	73	42	1,644	496	1,488	449	1,556	466	160
Rosebud	41	22	859	251	752	228	794	240	81
Sanders	51½	26½	1,173	370	1,030	330	1,093	346	123
Sheridan	57	29	1,035	367	955	346	1,001	360	137
Silver Bow	172	53	4,185	1,481	3,737	1,354	3,905	1,423	395
Stillwater	46½	24½	823	305	755	277	788	293	92
Sweet Grass	37	10	520	186	480	172	496	179	47
Teton	52	28	1,107	405	1,006	371	1,056	392	123
Toole	56	24	1,065	346	945	317	998	330	97
Treasure	14	6	227	68	200	65	208	70	24
Valley	86	35	1,793	623	1,602	550	1,690	590	200
Wheatland	25	13	476	166	433	156	455	162	45
Wibaux	25	8	321	99	276	91	292	95	25
Yellowstone	274	102½	7,520	2,237	6,760	2,030	7,072	2,113	687

3,658 1,466 78,620 25,601 70,568 23,006 73,861 24,113 7,453

ENROLLMENTS BY SELECTED YEARS

County	1930-1931		1940-1941		1948-1949		1949-1950	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Beaverhead	969	390	864	341	876	272	872	269
Big Horn	1,646	285	1,895	470	1,654	344	1,652	354
Blaine	1,817	387	1,486	467	1,369	417	1,453	464
Broadwater	463	130	449	165	424	127	345	122
Carbon	2,643	708	1,876	787	1,460	610	1,456	587
Carter	891	79	531	159	435	142	422	146
Cascade	7,028	2,310	5,060	2,266	5,974	1,941	6,525	1,881
Chouteau	1,649	439	931	430	899	321	927	329
Custer	1,853	749	1,240	590	1,365	528	1,473	550
Daniels	1,302	284	769	355	652	233	671	227
Dawson	2,103	529	1,180	610	1,196	415	1,298	427
Deer Lodge	1,519	670	1,156	619	1,127	449	1,237	440
Fallon	1,018	263	685	270	518	169	558	181
Fergus	2,984	1,081	1,947	955	1,736	558	1,911	591
Flathead	3,589	1,147	3,604	1,586	4,644	1,443	4,722	1,578
Gallatin	2,789	994	2,352	1,127	2,501	858	2,552	889
Garfield	926	120	411	138	362	107	341	94
Glacier	987	188	1,439	359	1,628	370	1,710	425
Golden Valley	488	133	215	89	179	74	197	70
Granite	552	158	361	170	389	129	408	129
Hill	2,228	714	1,627	886	1,522	649	1,541	597
Jefferson	610	181	588	232	541	198	545	195
Judith Basin	904	290	454	224	406	153	408	158
Lake	2,002	491	2,062	872	2,336	795	2,330	859
Lewis and Clark	2,317	790	2,114	1,043	2,383	866	2,632	904
Liberty	499	110	300	143	291	87	340	87
Lincoln	1,296	381	1,314	452	1,427	416	1,537	443
Madison	945	281	862	382	719	285	717	281
McCone	1,203	113	618	172	451	147	458	141
Meagher	351	88	248	77	244	76	268	79
Mineral	258	130	286	106	349	107	377	106
Missoula	3,178	1,143	3,159	1,494	3,672	1,274	3,902	1,328
Musselshell	1,432	487	665	399	605	260	657	228
Park	1,775	558	1,466	752	1,518	565	1,671	592
Petroleum	390	81	172	70	123	45	146	38
Phillips	1,675	373	1,194	477	1,086	328	1,054	338
Pondera	1,295	367	980	435	999	316	1,058	285
Powder River	800	77	539	126	344	96	359	98
Powell	856	295	710	297	877	245	896	268
Prairie	863	171	370	159	334	114	337	107
Ravalli	1,905	634	2,142	806	2,189	728	2,236	741
Richland	2,222	488	1,837	677	1,703	552	1,673	575
Roosevelt	2,274	602	1,775	757	1,724	487	1,644	496
Rosebud	1,254	357	976	366	854	242	859	251
Sanders	962	297	1,008	551	1,186	348	1,173	370
Sheridan	2,255	515	1,267	611	1,011	392	1,035	367
Silver Bow	6,147	1,988	4,555	1,984	4,063	1,398	4,185	1,481
Stillwater	1,303	313	892	381	760	282	823	305
Sweet Grass	713	168	543	178	519	183	520	186
Teton	1,222	323	1,032	483	1,037	394	1,107	405
Toole	1,220	314	960	375	1,013	303	1,065	346
Treasure	306	87	292	94	229	50	227	68
Valley	2,448	589	2,296	897	1,859	611	1,793	623
Wheatland	749	251	477	232	492	166	476	166
Wibaux	607	123	356	146	313	83	321	99
Yellowstone	5,780	1,713	5,784	2,424	7,011	2,152	7,520	2,237
	93,458	26,927	74,371	31,713	75,578	24,900	78,620	25,601

DISTRICTS, SCHOOLS AND ENROLLMENTS, 1949-50

County	No. Dist.	Dist. Oper. Sch.	1-Room Schools No.	Schools Enroll.	2-Room Schools No.	Schools Enroll.	City and Town No.	Elem. Enroll.	H.S. Dist.	High Schools No.	Enroll
Beaverhead	27	24	21	179	3	95	2	598	2	2	269
Big Horn	7	7	13	114	1	46	6	1,492	—	2	354
Blaine	20	19	25	225	2	85	6	1,143	4	4	464
Broadwater	8	7	5	54	1	18	1	273	—	1	122
Carbon	37	27	17	179	3	84	8	1,193	4	8	587
Carter	25	20	35	235	—	—	1	187	—	1	146
Cascade	56	37	27	195	3	139	8	6,191	6	6	1,881
Chouteau	61	43	34	291	4	105	4	531	4	4	329
Custer	24	17	17	111	1	31	3	1,331	—	2	550
Daniels	17	14	12	160	1	19	3	492	3	3	227
Dawson	43	38	41	301	1	26	2	971	2	2	427
Deer Lodge	10	4	3	37	—	—	1	1,200	—	1	440
Fallon	24	21	27	189	—	—	2	369	3	2	181
Fergus	73	58	51	442	2	48	7	1,421	7	7	591
Flathead	49	42	34	543	10	439	10	3,740	4	4	1,578
Gallatin	61	31	20	201	5	168	6	2,183	5	5	889
Garfield	22	22	32	203	—	—	1	138	—	1	94
Glacier	10	10	14	243	2	92	3	1,375	2	2	425
Golden Valley	16	11	8	57	—	—	2	140	2	2	70
Granite	5	4	1	19	1	28	2	361	2	2	129
Hill	36	28	23	146	—	—	7	1,395	—	7	597
Jefferson	14	9	4	33	2	96	3	416	2	2	195
Judith Basin	21	14	7	57	2	52	5	299	—	4	158
Lake	13	12	5	79	5	175	8	2,076	5	5	859
Lewis and Clark	28	20	12	181	2	49	6	2,402	—	2	904
Liberty	15	15	14	87	—	—	2	253	2	2	87
Lincoln	15	13	5	55	3	137	5	1,345	3	3	443
Madison	14	12	4	37	2	54	6	626	5	5	281
McCone	31	27	24	188	1	31	2	239	1	1	141
Meagher	9	8	6	59	1	21	1	188	1	1	79
Mineral	8	8	6	62	—	—	3	315	—	3	106
Missoula	15	15	6	109	4	101	5	3,692	—	2	1,328
Musselshell	11	10	7	66	—	—	4	591	4	4	228
Park	39	30	24	208	2	52	4	1,411	3	3	592
Petroleum	10	8	7	48	—	—	1	98	1	1	38
Phillips	30	27	23	190	4	129	4	735	4	4	338
Pondera	22	20	21	224	2	62	3	772	3	3	285
Powder River	24	23	33	241	—	—	1	118	1	1	98
Powell	21	16	12	140	3	111	3	645	1	1	268
Prairie	5	5	4	37	—	—	2	300	1	2	107
Ravalli	10	10	1	7	1	34	9	2,195	6	6	741
Richland	48	41	38	372	2	191	4	1,110	5	4	575
Roosevelt	13	10	13	160	—	—	6	1,484	6	6	496
Rosebud	26	14	5	45	3	100	4	714	4	5	251
Sanders	13	11	5	62	4	160	7	951	5	5	370
Sheridan	36	29	23	239	3	88	6	708	—	6	367
Silver Bow	8	5	1	18	1	27	3	4,140	—	1	1,481
Stillwater	35	24	18	158	2	60	5	605	5	5	305
Sweet Grass	36	25	22	178	2	62	1	280	—	1	186
Teton	20	18	10	83	2	65	6	959	4	4	405
Toole	21	20	20	159	—	—	5	906	2	3	346
Treasure	7	7	3	19	3	73	1	135	1	1	68
Valley	16	13	22	234	—	59	6	1,500	5	5	623
Wheatland	8	7	4	33	2	74	2	369	3	3	166
Wibaux	21	15	14	136	—	—	1	185	—	1	99
Yellowstone	27	25	13	153	4	133	12	7,234	—	6	2,237

1,321 1,050 896 8,281 98 3,619 227 66,720 133 179 25,601

STATE BOARD OF EDUCATION

The State Board of Education is composed of eleven members of which number the governor, state superintendent of public instruction, and attorney general are ex-officio members. The governor, by and with the advice and consent of the senate, appoints the remaining eight members for overlapping eight-year terms. The appointees are equally divided between the first and second congressional districts of the State and are so selected that not more than four of such members are affiliated with the same political party or organization. The term of office of the appointed members is eight years.

STATE BOARD OF EDUCATION

Ex-Officio Members

GOVERNOR JOHN W. BONNER	President
SUPERINTENDENT MARY M. CONDON	Secretary
ATTORNEY GENERAL ARNOLD H. OLSEN	Advisor

Appointed Members

G. M. Brandborg, Hamilton	Term Expires Feb. 1, 1951
Mrs. Agnes Ullman, Big Timber	Term Expires Feb. 1, 1952
Charles S. Baldwin, Kalispell	Term Expires Feb. 1, 1953
Dr. Emmet J. Riley, Helena	Term Expires Feb. 1, 1954
G. A. Bosley, Great Falls	Term Expires Feb. 1, 1955
George N. Lund, Reserve	Term Expires Feb. 1, 1956
*Mrs. F. H. Petro, Miles City	Term Expires Feb. 1, 1957
**Horace Dwyer, Anaconda	Term Expires Feb. 1, 1958

*Replaced Carl Brattin of Sidney whose term expired Feb. 1, 1949.

**Replaced Victor Weber of Deer Lodge, whose term expired Feb. 1, 1950.

The governor is president of the board and the superintendent of public instruction is the secretary. According to the law the board is to hold meetings on the second Monday in April, July, September and December in each year, and may hold special meetings at any time and place it may direct. The members of the board, other than ex-officio members, receive \$10.00 per day each for each day in attendance and necessary and actual expenditures incurred.

The State Board of Education is also the State Board for Vocational Education and for Vocational Rehabilitation.

During the calendar years, 1949-1950, the Board of Education held eight regular meetings and three special meetings. These meetings were held in communities where institutions under the State Board are located. During the past two years the Board has discussed and acted upon all policy matters pertaining to the six units of the Greater University of Montana, the five custodial institutions, and education in general in Montana. Most important among these matters have been the following:

the allocation of the \$5,000,000 bond issue voted by the people at the November election in 1948, for the purpose of constructing buildings at the six units of the Greater University of Montana.

matters concerning vocational education and vocational rehabilitation

the issuance of bonds for the construction of a women's residence hall at Eastern Montana College of Education

the appointment of a Transportation Supervisor in the Department of Public Instruction in accordance with the new Transportation Law passed by the 31st Legislative assembly, as well as an administrative assistant to the State Superintendent of Public Instruction

approval of the State Department's establishment of County Certification Committees to act as screening boards on hiring teachers

approval of teacher certificates

reimbursement by the Federal Government to school districts having some form of federal activity making added school burdens
the appointment of two members to the Teachers' Retirement Board
the acceptance of a grant from the Danforth Foundation for the purpose of constructing a small non-denominational chapel at Montana State College
the appointment of two new presidents of two of the units of the University System
the appointment of two new custodial institution superintendents
school discussion on the Finance Law, and passing of rules to insure its operation
accreditation of all high schools
acceptance of new school law book
building additions at custodial institutions
discussion of Regional Education, and
elimination of eighth grade examinations and the substitution of self-evaluation forms for pupils and schools

THE UNIVERSITY OF MONTANA

Chancellor, (Vacant)

Executive Secretary
Dorothy Green

The University of Montana comprises the six following institutions:

Montana State University, Missoula
President, Carl MacFarland

Montana State College, Bozeman
President, R. R. Renne

Montana School of Mines, Butte
Acting President, A. E. Adami

Western Montana College of Education, Dillon
President, Rush Jordan

Eastern Montana College of Education, Billings
President, A. G. Peterson

Northern Montana College, Havre
President, L. O. Brockmann

OTHER INSTITUTIONS UNDER THE CHARGE OF STATE BOARD OF EDUCATION

Montana State Training School, Boulder
President, Arthur E. Westwell

Montana School for the Deaf and Blind, Great Falls
President, Glen I. Harris

State Industrial School, Miles City
President, Carl M. Horn

State Vocational School for Girls, Helena
Superintendent, Gertrude Davis

State Orphan Home, Twin Bridges
President, Earl O. Watts

